

Rossendale Nursery and Baby Unit

York Street, Clitheroe, Lancashire, BB7 2DL

Inspection date	25/03/2013
Previous inspection date	23/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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's individual needs are met through close partnership working with parents.
- Practitioners develop positive relationships through good settling-in arrangements, fostering children's self-esteem and confidence.
- Children who use English as an additional language are successfully integrated, which fosters their sense of security.
- There is a strong commitment and a clear drive for improvement, in order to support children's achievements over time.

It is not yet good because

- There are times when adult to child ratios are not always fully met, in order to consistently meet the needs of all children.
- The quality of teaching lacks consistency, which means children's learning and development is not fully supported.
- Resources, activities and adult deployment do not always fully support the individual needs of babies.
- Pre-school children's self-care skills are not always actively supported to fully promote their understanding of good hygiene practices.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main nursery rooms, ground floor creative room and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and the provider.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and of information included in the self-evaluation form.

Inspector

Rachel Ayo

Full Report

Information about the setting

Rossendale Nursery and Baby Unit was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Cliterhoe area of Lancashire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from five main nursery rooms, with access to additional playrooms, within a Victorian detached two-storey property. Access to the first floor, which accommodates children over three years, is gained via stairs. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff, including the manager. All, except two, hold appropriate early years qualifications at level 2 to 6. The manager has Qualified Teacher Status and Early Years Professional Status. The nursery opens Monday to Friday, 51 weeks of the year, and is open from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending within the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children who use English as an additional language.

What the setting needs to do to improve further

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

- ensure that adult to child ratios are adhered to at all times through reviewing contingency arrangements and adult deployment during the absence of other practitioners
- ensure that babies' individual needs are consistently considered to fully support their learning and development, by providing them with accessible, open-ended and stimulating resources and activities, which are relevant to their interests and can be used, moved and combined in different ways, including everyday objects and natural materials
- provide more effective support, coaching and training to improve the consistency of the quality of teaching, in order to ensure that all practitioners are fully clear about their roles and responsibilities in supporting children's learning and development and have secure opportunities for continued professional development.

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

- foster pre-school children's physical health and self-care skills further, by encouraging them to use cutlery during meal times, and by reinforcing children's understanding of effective hand washing.

Inspection judgements

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

Practitioners have a sound understanding of the areas of learning and development and plan a varied range of activities, in order to promote children's all-round development. These include interesting external outings, for example, to see a castle, visit the library or veterinary surgeon and watch a magic show at the theatre. These additional first-hand experiences enhance children's learning. In addition, visitors are invited into the setting where children, for example, explore bugs and learn about oral health. They ensure a balance of adult-led and child-initiated activities in order for children to become independent learners. Practitioners consider children's interests and next steps for development within their planning, informed from adequate observation and assessment, which includes regular development summaries. These enable practitioners to monitor children's progress closely to ensure they are continually making progress in their learning and development.

Children are working comfortably within the typical range of development expected for

their age and are making suitable gains in their learning. However, at times, babies are accommodated with older age groups due to absences in the practitioner team, including adults from their own room. Although they appear settled, their individual needs are not fully considered and met as some practitioners do not have such effective skills to ensure babies are consistently provided with a stimulating range and variety of resources and activities at all times. This impacts on babies' levels of engagement and interest, and on their learning and development. Although, when practitioners take them back into the baby room some time later they have opportunities to explore a satisfactory range of toys, such as musical instruments, placed close by as they are not yet mobile. They clearly enjoy investigating these as they concentrate intently for short periods. They practise their small physical skills as they pass them between hands and connect the drum and the drumstick. Practitioners suitably demonstrate the different sounds the instruments make, and how they work, encouraging babies to copy. However, some instruments that practitioners encourage babies to manipulate are a little too challenging, given their level of manual dexterity, although practitioners praise and encourage their efforts, which fosters babies' self-esteem and confidence.

Two-year-old children clearly enjoy expressing themselves in a variety of ways. They eagerly move through to the designated creative room where they explore and experiment with a range of media through sensory exploration. For example, they investigate the dough with intrigue, creating patterns using different tools. As they attempt to make sand castles, practitioners suggest adding water so can explore shape, space and measure while filling and emptying sand toys. As they engage in free painting, children readily make connections between their movement and the marks they make with the paint. As children finish their picture, practitioners help them learn from an early age that print carries meaning, by saying 'shall we write your name on your picture?'. Back in their own room, they excitedly take part in music and movement sessions, giggling as they sing and move their bodies in a range of ways to their favourite songs. Practitioners act as good role models as they happily join in with the fun activity to enhance their enjoyment.

Children in the pre-school room are animated and imaginative. They show a positive approach to learning and are developing the skills, such as concentration and cooperation, that prepare them for moving onto school. They independently select what they would like to play with and use available resources to create props to support their role play as they make up their own games. They understand that different media can be combined to create new effects, and manipulate materials to achieve a planned effect. For example, as they play outside they negotiate and share ideas while enthusiastically collecting leaves and adding mud to these, communicating confidently. They excitedly tell adults that they are making a bird's nest. The environment is rich in print to support children's early literacy skills and areas, such as construction and small world, are enhanced through associated posters and photographs.

Some practitioners are enthusiastic, provide good levels of challenge and demonstrate good quality teaching. For example, they ask open-ended questions which have many possible answers to encourage children to freely express themselves, build on their language to connect ideas and explain what is happening. However, practice is variable amongst the practitioner team. This means that there is a stronger focus by some adults on supervising children and helping them acquire skills through care practices, rather than

through precise and motivating teaching.

Parents are effectively informed about, and involved in supporting their children's learning, to ensure a consistent approach. For example, they are actively encouraged to share what they know about their child on entry to help practitioners identify what children know and can do, in order to help practitioners identify children's starting points. Parents are emailed activity documents, curriculum maps and regular development summaries. They are encouraged to support children's learning at home, such as taking turns to take home the nursery bear and complementing next steps. Yearly pop-in play sessions are additionally planned to provide more detailed feedback about children's progress. Records of learning are sent home regularly and parents are invited to give feedback through parental involvement comment documents.

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

Practitioners help children to feel safe through secure bonds and attachments which are established through effective settling-in arrangements. Practitioners work closely with parents during the settling-in process, finding out about children's individual needs and home routines through 'all about me' booklets. Consequently, this ensures a smooth transition for children to the nursery, which fosters their sense of security. In addition, daily routine forms are completed in order for the nursery to mirror routines from home. Practitioners also create family photograph booklets, in order to help children settle and be able to talk about their home life. Ongoing care practices are adequate in ensuring children are happy and enjoy what they are doing. However, there is a weakness in the practice for children under two years when practitioners from their own room are absent.

Where children use English as an additional language, they are well supported by practitioners to ensure they are fully included in the life of the setting and develop confidence and self-esteem. For example, staff create dicta-books with the help of parents, in order for children to be able to link words to objects in both their mother tongue and English. In addition, practitioners reflect children's cultural background in the environment, for example, by displaying dual language signs. Transition meetings take place as children move rooms and transition documents are passed on as children leave for school, along with teachers visiting the children at nursery. This fosters their continued sense of security.

Children are able to make choices and have adequate opportunities to develop independence. Toys and activities are set out at low level and the environment is made welcoming to families through posters, photographs and bright displays. Children generally engage in self-care tasks appropriate for their age and stage of development. For example, toddlers competently feed themselves and the pre-school children attempt to put on their own coats and manipulate different types of fastenings, sometimes successfully. However, some self-care tasks are not effectively supported to fully promote children's physical development. For example, pre-school children do not make good use of cutlery at lunch time, often using their fingers to scoop food onto their fork. In addition, they do not readily wash their hands after wiping their nose or use soap when washing their hands without adult support.

Children have adequate access to the satisfactory outdoor area where they benefit from fresh air and exercise. Children practise their physical skills as they manoeuvre wheeled toys, negotiate balancing equipment and use the climbing and sliding apparatus. In addition, children learn about the importance of exercise through the use of interesting indoor activities. For example, there is a mini gym containing children's equipment, such as a mini treadmill and stepper, and a ball pool, and an additional physical playroom housing an exciting caterpillar tunnel. Children are given healthy meals and snacks, in order for them to make good choices about what they eat. Babies eagerly anticipate their dinner, clearly recognising that it is lunch time as they are placed in a high chair. All age groups readily tuck into, and enjoy their meals, such as meat and potato pie and vegetables.

Children behave suitably and incidents of unwanted behaviour, such as becoming boisterous, are dealt with appropriately. Children are sociable and link up with their peers within different activities indoors and outdoors, such as role play. Babies observe what is going on around them and gain the attention of adults by babbling and experimenting with sounds. The environment depicts positive images of diversity through posters, photographs and resources. Children celebrate festivals related to others' and their own cultural heritage, such as the Queen's Diamond Jubilee. In addition, children take part in interesting activities, such as visiting the local market to buy props for the story about an African girl who collects different types of exotic fruits in her basket. This helps children learn to value and appreciate the similarities and differences between themselves and others. Practitioners talk to children about being safe as they use outdoor apparatus. Children's understanding of dangers and staying safe is enhanced further through visits from the police.

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

The provider has a suitable understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage, in most respects. However, there are certain aspects of children's well-being and the quality of teaching that are not fully met. This inspection was brought forward by Ofsted due to concerns raised regarding adult to child ratios. Although ratios were found to be met during the majority of the day, they were not met at for a short period of time at the beginning of the day. This results from a lack of understanding of adult to child ratios where children under three years are in mixed age groups. In addition, robust contingency arrangements and deployment of adults, where practitioners are absent, including through illness, are not always implemented effectively. As a result, babies do not always receive consistently high levels of staff support.

Space is organised reasonably well to enable children to take part in different activities and receive an enjoyable early years experience that secures their future learning. Practitioners implement adequate safety procedures in order to ensure children's well-being, including maintaining adequate supervision levels. They undertake satisfactory risk

assessments to ensure that hazards are identified and minimised to keep children safe, and the premises indoors and outdoors are secure. This means that access can be monitored to protect children.

Practitioners have a satisfactory understanding of child protection issues and are aware of whom to pass concerns of this nature on to. Signs remind parents not to use their mobile phones in the setting, which further reinforces safeguarding procedures. There are appropriate recruitment and vetting procedures to ensure that children are protected by suitable adults. Arrangements include induction training, in which practitioners become familiar with the nursery policies and procedures.

Most practitioners have their training needs identified and have opportunities for continued professional development, for example, through yearly appraisals. However, this is not consistent amongst the whole practitioner team. The supervision of practitioners is not sufficiently targeted to ensure they are given ongoing support, coaching and training, in order to focus on weaker practice. This means that there is inconsistency in the quality of teaching, which impacts on the overall quality of the experiences that children receive.

There is effective partnership working with parents. Consequently, children's individual needs are met through trusting and respectful relationships being fostered. Parents receive good quality information about the nursery before their child's placement and during their child's time at the nursery. There is a wide array of information around the nursery, including photographs of the practitioner team. In addition, displays and photographs give a useful insight into what children do. Regular newsletters keep parents updated on what is happening in the nursery and encourage them to contribute to events. Daily care forms keep parents of the children under two years informed about their care routines. The nursery also uses communication forums on the internet for updating parents, in order to further foster a consistent approach. Practitioners have a good understanding of the need to work in partnership with other professionals if children are identified as having additional needs. They are proactive in attempting to link with providers where children attend other settings, in order to promote a consistent approach to children's care and education.

The nursery has some good systems for self-evaluation, in order to demonstrate their commitment to continuous improvement. For example, they undertake quality indicator audits and take part in a local authority quality assurance scheme where they are regularly monitored through support visits from early years advisors. Development plans are devised to target areas for development that will support children's achievements over time and these are shared with the practitioner team. For example, a significant area identified as a key priority is the enhancement of the outdoors to ensure that it is a more stimulating area which offers a greater range of resources. There are adequate systems to monitor planning and assessment but it is not vigorous enough to successfully identify inconsistencies in the quality of teaching and learning. Team meetings enable practitioners to share their views with management and be involved in the self-evaluation process. Parents and children are effectively encouraged to share their views, for example, through questionnaires. Suggestions, such as providing more information about daily routines, are positively addressed. Children also express their opinions through activities, such as

cutting out pictures of things they like. Comments, both written and verbal, are very complimentary about the nursery and care of their children.

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 action. 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	309707
Local authority	Lancashire
Inspection number	909496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	52
Name of provider	Rossendale Nursery and Baby Unit Ltd
Date of previous inspection	23/07/2009
Telephone number	01200 423 244

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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, which are usually the childminder's 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

