

Roberts Day Nursery

84 Crasswell Street, Portsmouth, Hampshire, PO1 1HT

Inspection date	20/05/2013
Previous inspection date	15/12/2010

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

- There are clear and well-planned systems to assess and monitor children's development to help ensure that their progress in learning is ongoing.
- The nursery fully promotes equality for all children through close links with other agencies. This effectively supports the wider needs of children and families.
- The manager and staff have thorough routines in place to assess risks and hazards; they have improved systems of supervision to manage children's safety consistently.

It is not yet good because

- The provider was required to take recent action to meet requirements.
- There is less focus at times on developing children's relationships throughout their play to encourage sharing and building trust and friendship.
- There are fewer opportunities for children to develop their role play and reflect their family lives to enable them to connect ideas and build confidence in their own community.

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 arrived and showed identification documents. She explained the inspection procedures to the manager and the provider.
- The inspector viewed the premises and observed children's activities.
- The inspector gained evidence through discussion with staff and the manager. She viewed a range of documentation.
- The inspector provided feedback at the end of the inspection and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

Roberts Day Nursery registered in 2000. The nursery is managed by a charitable organisation that provides a range of services to families with young children. The nursery occupies the ground floor of a three-storey building situated in Portsmouth city centre. Children share one main room that is separated for different aged children. There are adjacent toilet and kitchen facilities. Staff have access to a separate quiet playroom at times where children experience sensory equipment. Children have daily outdoor play in a purpose built, enclosed play area with a soft surface. The Roberts charity has office facilities on the upper floors. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Staff provide care and early years education for children from birth to five years. The nursery operates from Monday to Friday from 8am to 6pm. There are currently 78 children on roll in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities. Staff also support children and parents who are learning English as an additional language. There are 11 members of staff employed, including the manager; seven staff hold relevant childcare qualifications

What the setting needs to do to improve further

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

- increase opportunities for children to cooperate and build relationships with each other during their play to strengthen their social development
- extend children's role play to reflect their family lives and enable them to develop play ideas to build confidence and broaden their understanding.

Inspection judgements

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

The nursery staff provide a stimulating variety of activities throughout the day to increase children's development and encourage their progress in learning. Children have ample freedom of movement and staff have a good knowledge and understanding of how to encourage children's learning. For example, staff notice when children are playing alone and they develop play to include others. When one child is playing alone with a toy till, staff talk about shopping and suggest imaginative ideas for what they could buy. Staff engage children and widen the conversation to include different animals, talking about size

and shape. They encourage children by repeating rhymes and using different voices to sound like animals. Children respond to the questions and suggestions, which clearly develops their communication and language. Staff hold the attention of younger children through small group activities of singing and action songs. They sit with babies and toddlers, encouraging them to repeat physical actions and pull out different cards with song titles. Toddlers automatically hand the cards to staff, showing they know the routines for choosing songs. They respond well to staff and learn to communicate through sign language. Younger children identify their nose and eyes during singing and they respond with delight when staff praise them.

Staff plan daily for children's learning and they use children's individual records of progress to develop ideas, however, staff acknowledge that play is often spontaneous and they adapt plans to meet children's changing needs. For example, older children show interest in sitting together with staff to complete a large puzzle, which develops their skills of problem solving and encourages taking turns. Staff instinctively encourage creative activities during outdoor play when children tire of physical activities. They clean the large blackboard and children eagerly make marks using coloured chalks that strongly increase their early writing skills.

Key persons have responsibilities for observing and assessing their children's progress. They develop clear records of learning for each child and these include the written two-year progress check, which is shared with parents. There are regularly recorded reviews for each child throughout their time in the nursery and these reviews are available for parents. Newly introduced systems are in place to effectively monitor all children's progress across the areas of learning to identify any gaps. In this way, staff support children's individual learning needs well. Families who are learning English as an additional language often have translators in the first instance, to ensure their understanding. Staff work with parents to learn words in children's home language to support and encourage children. This effectively supports the wider needs of children and families.

Key staff share information regularly with parents and they encourage parents to discuss any progress children are making through routines at home. This increases their involvement in sharing aspects of children's ongoing learning. There is ample information displayed to encourage parents to understand the importance of children's development. Staff use the daily routines to encourage older children's independence and preparation for attending school. They give older children responsibilities, such as carrying a jug of water to another table at lunchtime. Children manage this well and show good levels of confidence. Staff also praise older children for waiting at snack time, acknowledging their growing ability for being patient and understanding.

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

There is a fully organised key person system in the nursery to promote individual children's learning and meet their needs. Key persons are responsible for monitoring children's progress. They also support and reassure children at specific times, for example, when children join their key group for snack or story time. Staff have introduced systems

to enable children to play in a mixed age range, which increases children's opportunities to learn from each other especially during daily routines. In this way, staff increase children's confidence and encourage children to make decisions themselves. Staff have organised individual support for managing children's behaviour and this is positively benefitting all children. Occasionally, children show less ability to share and cooperate with each other and build relationships through their play, but in the main, they behave well. Children learn each other's names by singing a welcome song every morning and they show a helpful attitude when carrying cups to each other at lunchtime. This increases children's physical capabilities and promotes an understanding of responsibility.

The focused attention that staff provide for the babies and toddlers clearly reassures and benefits younger children's emotional development. Children settle well because they are secure and safe in their own area and this enables key staff to effectively meet their daily needs. Older children consistently learn about managing their own safety during outdoor play. They practise clambering through the tyres and learn how to climb down safely. They hold hands with staff and practise balancing on the upturned crates. Some children instinctively take considered risks; they manage well and confidently jump increasing their confidence in their own physical ability. Children learn about being healthy through washing their hands after toileting and before meal times. They regularly take responsibility for wiping their faces after eating and all these daily routines increase children's understanding of the importance of good hygiene. Staff encourage children to have a variety of healthy snacks throughout the year by including a summer and winter menu. Children are keen to use utensils and dish up their own helpings, developing their physical abilities and increasing their independence. There are ample pictures and text displayed to reflect and promote children's health through conversation and discussion. These displays encourage exercise, eating fruit and vegetables and show the importance of cleaning teeth to encourage a healthy lifestyle.

Staff provide a wide range of resources for daily activities and children know where to find items. They can access paper and use pencils to make marks; they play quietly with the water play and spend time pouring from containers. Children can mingle freely, they show interest in joining in with stories and they happily wear hats and choose songs to fit their role play. The resources and learning environment support children's all round development. However, sometimes staff miss opportunities to extend children's learning through imaginative role play.

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

This inspection was brought forward following concerns about children's safety and supervision relating to incidents of biting. This raised concerns about the risk assessment processes in place to manage children's safety. There were also concerns about the treatment of children following a head injury and the information shared with parents. The wider implications of these concerns also related to equality across the nursery provision. Ofsted conducted an unannounced visit and found the provider was not complying with

the requirements for supervision, risk assessment and accident and injury, equality and partnership with parents. Ofsted issued the provider with notices to improve. The provider took appropriate action by ensuring that supervision is in place to meet individual children's needs and to ensure children's safety at all times. Staff develop individual action plans following any incidents and these are discussed and shared with parents. There are clear flow charts for accidents and injuries and guidance for parents following any head injuries. This inspection found that the provider has taken positive steps to promote children's welfare and safety and to ensure that equality for all children is met.

The manager and senior staff have a good understanding of their responsibilities for meeting the learning and development requirements. They have worked together to adapt the educational programmes to meet the Early years Foundation Stage requirements. Senior staff monitor the observations and assessments made by key persons in children's learning journals, this monitors children's level of learning. The manager has also recently developed systems to track all children's progress, which enables staff to monitor any children who are not achieving at the expected level of development.

The human resources department is responsible for completing checks on staff. The manager and senior staff are involved in staff recruitment and there are robust systems to ensure staff suitability. This is also fully maintained once staff are employed, through clear induction procedures, regular supervision and appraisal systems. All staff are involved in peer observations and the self-evaluation process. There is a comprehensive safeguarding procedure and all staff complete child protection training. There are very clear procedures for referring any concerns about children's welfare and these now include records of unexplained absences. The manager has revised procedures for recording incidents and these link with the procedures for safeguarding children.

The manager uses information from surveys with parents to evaluate the nursery provision and this information is publicised. She is confident that this shared information has increased the level of parents who are interested in attending open evenings to discuss their children's progress. The manager recognises the positive implications of involving parents in their children's development. Staff make appropriate links with other agencies to ensure that children and families gain from additional involvement when needed.

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	EY269750
Local authority	Portsmouth
Inspection number	917823
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	78
Name of provider	The E.C. Roberts Centre
Date of previous inspection	15/12/2010
Telephone number	02392 296919

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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, 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.

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