

House of Rompa Day Nursery

Holly Road, WILMSLOW, Cheshire, SK9 1LN

Inspection date	01/05/2013
Previous inspection date	11/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The manager and staff are very committed to developing an exceptional service. They gather information from children and parents to evaluate what they do and plan for the future. This means everyone feels valued and included in a setting which is constantly striving for excellence.
- Children of all ages are exceptionally confident, well-behaved and happy because of the warm relationships they have with the staff. They are making very good progress towards the early learning goals, especially in their communication development, social skills and knowledge of the world.
- Strong links are developed with parents who feel they and their children are very well-supported. Regular comprehensive information is exchanged with parents about their child's progress and the staff's plans to support children's next steps in learning which means they feel fully informed and able to support their child's learning at home.

It is not yet outstanding because

- Information gathered from parents about their child's abilities when children first start to attend tends to focus on personal, social and care issues, to the exclusion of learning needs.
- Staff do not take every opportunity to extend children's already good self-care skills to fully consolidate their developing independence.

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.

Inspection activities

- The inspector observed activities in the three main playrooms and in the outside learning environments.
- The inspector held meetings with the manager of the setting and undertook a joint observation with her during the afternoon session.
- The inspector looked at children's assessment records and planning documentation, the settings self-evaluation system and a selection of policies and children's records.
- The inspector reviewed the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sarah Rhodes

Full Report

Information about the setting

House of Rompa Day Nursery was registered in 1991 and is privately owned and managed. It is registered on the Early Years Register. The nursery operates from purpose built premises in the grounds of Wilmslow High School in Wilmslow, Cheshire. The setting serves the local area and is accessible to all children. Children are cared for within three base rooms according to age and have access to secure enclosed outdoor play spaces.

The nursery is open Monday to Friday, all year round. Sessions are from 7am to 7pm. There are currently 47 children on roll, all of whom are within the early years age range. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

There are nine members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4, seven hold a qualification at level 3 and one at level 2 all in early years. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- expand the information gathered from parents about their child's developmental starting points to further enhance planning of children's learning experiences
- extend further children's self-care skills, for example, by providing opportunities for them to serve themselves at main mealtimes.

Inspection judgements

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

The nursery promotes children's learning and development well. The staff help children of all ages to become extremely confident within this small cosy nursery. The children's opinions are listened to regardless of their age. For example, baby room staff skilfully explain that they note down the babies 'voice' or feelings about the nursery activities and what is happening to them by interpreting their body language. While toddler and pre-school room staff take an increasing account of what children say or write about their nursery experience. This means staff can respond to children's interests and builds children's self-confidence, as they realise their ideas are valued. The atmosphere is calm

and respectful, with the children having impeccable manners, and being very courteous to staff and other children. They have copied these qualities from the way staff conduct themselves and it means the learning environment is very constructive. Staff have organised the environment to provide children with interesting indoor and outdoor spaces. The outdoor learning environment is accessed by the children for a high proportion of the day and supports all areas of their learning.

At the start of the child's time at the nursery, parents provide information about their child's abilities through a questionnaire but this tends to focus solely on personal, social and care issues. Therefore, staff do not always develop a wider understanding of children's abilities at home right at the start of the child's time at the nursery to fully extend learning opportunities. However, once children start attending the nursery, observations are undertaken to ensure staff quickly establish children's abilities. Ongoing observations are used to inform the tracking sheets which measure children's progress across all areas of learning and are used to draw up a narrative record of children's progress for the progress check at age two. Information about children's progress is not only exchanged formally with parents at the progress check, but also on a monthly basis. Staff have made considerable effort to exchange information with parents, about their ongoing assessments of children's progress, what plans they have for their child over the coming month and how parents can extend this learning into the home. The manager is able to track the progress of groups of children, for example, boys attending the nursery or children with English as an additional language both through the tracker sheets and because of the small size of the nursery and her intimate knowledge of all of the children who attend. This allows her to ensure that children are making expected progress in line with their abilities.

The children are making very good progress in their communication, language and literacy skills with all children developing into confident communicators. Baby room staff support children in both their non-verbal communication and then in the development of spoken words. Toddlers are well-engaged at song time, understanding instructions as they ring their bells and enjoying joining in with songs and rhymes. Older children demonstrate that they understand how to share a story time with others and how you use a book. They respect and listen to the contributions of their friends, key skills they need in preparation for the transition to school. Children grow in their ability for sustained thought and their knowledge of the world because staff support children to develop their ideas and, record and revisit their thoughts. For example, the children were engaged in an extended project about water. They were considering how they used water and reflecting on how easily they have access to clean water. Staff had linked this into some information and fund raising to provide clean water through a charity for Africa. The pre-school children were very clear about how water was contaminated in the other country and the difficulties this posed. Staff assisted children to record their thoughts about this and other things and took care when displaying children's work which showed how valued it was. Children's knowledge of the world is further developed by the use of the garden to grow plants and investigate life cycles. Trips into the local community provide children with real life experiences of using technology in the local library or handling money as they buy ingredients for the cookery club. Letter sounds are introduced and in the pre-school room children are confident about trying to write their name. Numbers, shape, colour and volume are introduced as part of play activities and routines which allows children to

develop a deeper understanding of these concepts. For example, numbers on the toilet cubical relates to a number on the sinks that is to be used when washing your hands.

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

Children are happy and settled because this small staff team quickly get to know them and their parents. They tailor their care to the individual child and ensure they receive the cuddles and attention they require. This means children are ready to explore and learn. Staff understand that events at home will have an effect on children's confidence and behaviour and ensure they build good links with parents to develop ways to support families. Parent's praise the way staff recognise children's personalities. For example, by ensuring more challenging children are supported to develop into confident children who can also concentrate on tasks which support their learning to ensure they are well-prepared to move on to school. Transitions between rooms in the nursery are actively managed with visits for children to their new rooms. However, these transitions do not present a particular issue as the nursery children mix for some outdoor play and late afternoon sessions. Therefore, children are well-prepared and confident when they move rooms. Children's behaviour is excellent, staff help children think about other people's feelings and they learn to negotiate and share equipment with their play mates. The atmosphere is warm and cooperative.

All children, including the babies, have ample opportunity to enjoy exercise in the fresh air because staff ensure they have regular access to the garden. In the garden they can access larger equipment to develop their climbing and balancing skills and start to manage small risks as they move across tree trunk stepping stones. In addition, children and staff use the grounds of the school and take walks in the local community this helps to teach children to manage risks such as safely crossing roads or being near ponds.

Children's dietary needs are met though the provision of freshly prepared meals created by the manager. She ensures children have beautifully presented hot meals at lunch time and tea time. For those parents who do not have time to cook for their child and whose child isn't in the nursery for these mealtimes, she offers a pre-ordered take away service which ensures children's nutrition is well-supported even at home. Children who are rising three years and older, develop their self-care skills as they pour glasses of water or milk at snack time. However, staff do not extend this further at main mealtimes to encourage them to serve themselves their meals. All children are encouraged to develop their ability to manage their hygiene needs, such as washing their hands before meals. The layout of the rooms allows children to make choices for themselves from a range of equipment and children show confidence as they make decisions about their own play activities.

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

The children benefit from a setting which is led by a manager that has a clear vision for the nursery and is committed to ensuring that standards are always improving. She has reviewed all policies and procedures over the last two years to ensure all staff are clear about how the nursery should be run and that all requirements of the Early Years Foundation Stage are maintained. Self-evaluation is undertaken to set realistic objectives which support staff members in providing good quality learning environments. Staff are fully involved in the planning of changes, for example, about how their rooms are organised to support children's learning in all areas of the Early Years Foundation Stage, this means they are fully committed to future developments. Partnerships in the wider context are used to develop the quality of education. The setting exchanges best practice with other early years settings and shows its commitment to driving up standards for all children by disseminating good practice ideas through contributing to articles in professional magazines. Recommendations made at the previous inspection have all been comprehensively addressed.

The nursery manager and her deputy pro-actively monitor the quality of teaching to ensure best practice is maintained. Appropriate recruitment procedures and clear induction processes ensure staff's suitability is established when they are employed. Ongoing appraisals and supervision sessions are undertaken with all staff members to help drive improvement and identify training requirements. Children are also safeguarded through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building and grounds are secure which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks and risk assessments for the building and grounds are completed and any concerns are recorded and quickly addressed.

Parents and carers feel welcomed and confident about the care of their children. Parents exchange information with staff at the beginning and end of the day and use a daily diary sheet. They also have parent's noticeboards and leaflet stands, newsletters and questionnaires to gather parents comments. This ensures a good exchange of information. They work in partnership with parents of children who have English as an additional language to ensure children are supported in developing their understanding of English, whilst respecting and supporting their home language. The setting links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children where this is required therefore, ensuring that services are in place to support a child when they transfer to school. The nursery is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They link with other settings to provide a coordinated service and with schools to ensure a smooth transition for children and parents. They invite school teachers in to meet the children at the nursery to start the process of building a new relationship within a supportive and safe atmosphere.

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	305119
Local authority	Cheshire East
Inspection number	910892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	47
Name of provider	A'dell Lauren Harper
Date of previous inspection	11/04/2011
Telephone number	01625 548399

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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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