

# Rosebank Naturegarten

Ravenbank Community Primary School, Pepper Street, LYMM, Cheshire, WA13 0JT

## Inspection date

08/05/2013

Previous inspection date

02/12/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Met

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

- Effective partnerships with parents and other professionals ensure that children's individual needs are known and catered for.
- A large, well-resourced outdoor area allows children many opportunities to explore and investigate in the natural environment.
- Children are provided with many opportunities to develop their independence and self-care skills.

### It is not yet outstanding because

- Opportunities to develop children's counting and number skills are not extensive within the everyday routines and activities children take part in.

## 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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the staff and management team.

## Inspector

Wendy Dockerty

## Full Report

### Information about the setting

The Naturegarten and Swizzlink provision were developed from The Rosebank Centre which was first registered in 1991. In 2009 Rosebank Naturegarten and Swizzlink were re-located to the current purpose-built premises. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is registered and managed by an independent provider. The nursery serves the local area and is accessible to all children. It operates from a Scandinavian lodge offering five areas for children's use indoors with a fully enclosed area available for outdoor play and learning, which incorporates forest school provision.

The nursery employs 16 members of childcare staff. Of these, 11 hold early years qualifications at level 3 and above, two staff including the manager have Early Years Professional Status and two are qualified teachers. The manager also has a MA in Early Years. The nursery employs a cook. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending the day care setting who are within the early years age group. Currently 109 children attend the after school provision at different times, some of whom are also within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- extend the range of number and mathematics activities in the continuous provision and during guided sessions so that children learn in meaningful, interesting, real-life situations to the best possible level.

## Inspection judgements

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

Children are provided with a good range of activities and experiences which support their development across all the areas of learning. Staff demonstrate a clear knowledge and understanding of the Early Years Foundation Stage, and ensure that children's individual needs and interests are known and catered for. The nursery operates from several different rooms within the main building, in addition to various outdoor learning areas. Children attend from the age of two to five years and are separated into groups for the older and younger age groups. There are times throughout the day when children are grouped together, and other times when age groups are differentiated. For example, at lunch time, small group activities and sleep times. All children who attend are able to

independently access the various areas and can choose when to rest, actively engage in activities or go outside.

All areas within the nursery are arranged in order to meet the needs of all children who attend. Low-level furniture and storage of equipment ensures that children can independently choose what to play with. Opportunities for children to develop their early writing skills are available through a wide variety of mark-making resources, such as painting, drawing with crayons, chalks, pencils and using paint brushes with water. Older children can write their names independently and younger children begin to recognise their own names and initial letter sounds. Children have access to books and enjoy story sessions with staff and peers. Further opportunities for children to develop their language and communication skills are provided, for example, through singing songs, small group phonics sessions and activities which introduce the children to the French language.

Children enjoy creative and imaginative play through a variety of role play equipment, small world play with cars and dolls, digging in the sand and soil and exploring art and craft materials. Children develop their fine motor skills as they roll, squash and shape modelling dough, and use a combination of junk modelling equipment to make their own vehicles from cardboard, paper and glue. Early science and an understanding of shape, space and measure is developed as children enjoy scooping dry rice, sand and water into various containers. They fill and empty pots and cups, and build drains from guttering pipes which they pour water through and watch as it fills the buckets. Children develop an understanding of early mathematics through activities, such as action and counting rhymes, and there are examples of numbers used within the physical environment. However, opportunities to support children's understanding of numbers are not extensive, and are not a significant part of the everyday activities which children take part in. This means children's progress in this area is not extended as fully as possible.

A particular strength of this setting is the outdoor area. All children access the outdoors on a regular basis and staff ensure appropriate clothing is worn so that children can enjoy the natural environment in all weathers. Some children choose to be a forest learner which means they spend the majority of their time in the outdoor learning environment. Here children develop their knowledge and understanding across all areas while they explore the natural environment through interesting and on occasion outstanding activities. For example, during a den building activity, children discuss which sticks are long and short, and which they need to put together to construct their hiding place. They think of ways in which to attach the sheet to the sticks to provide a cover and take turns to go into the den to see if they have been successful at creating a cosy place to sit. This supports their understanding of shape, space and measure, gives them good opportunities to use language for thinking and to work co-operatively with others. As children dig in the soil, swing on the tyres, climb and balance on the rope bridge they are developing their large motor skills. The potting shed provides a small outdoor classroom where children can also play with small world toys, look at books and take part in small group activities such as circle time, singing and phonics sessions. Visitors from the local community, such as the dentist and firefighters, and visits to the shops, library and duck pond support children's knowledge and understanding of the local environment and provide a wider range of experiences.

Each child is assigned a key person who works closely with them and helps them to settle into the nursery. Development folders are completed for all children, which include written observations of children's play, examples of their artwork and writing and photographs of children's achievements. Each child's key person carries out planned observations and identifies next steps for children's learning. All staff contribute to the spontaneous observations of each child as children move between areas, therefore all staff are conscious of the need to record children's achievements and pass their notes onto the key person. This enables staff to adapt activities, resources and experiences to support children's individual learning.

The out of school provision caters for children from the age of four to 11 years who attend the adjacent primary school. Children are collected from school at the end of the day and brought over to the nursery building to ensure their safety. At this time of the day, the areas within the premises are adapted to suit the needs of all the children. The younger children who are in the early years age group spend time with the nursery children and access appropriate resources which support their learning through play. Older school children have access to three separate areas where they can choose to complete their homework in a quiet comfortable space, take part in arts and crafts, read, learn to knit with an adult or enjoy the well-resourced outdoor area.

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

Children's individual details are well known by all staff. Parents complete a 'Me, myself and I booklet' before children start to attend which gives an insight into their individual needs and preferences. This information is used by staff, and in particular the child's key person, to support children when settling-in. Medical and dietary needs are known and catered for.

Children develop a secure understanding of health and hygiene during daily routines. Children wash hands at key times, use tissues to wipe their nose and take part in regular physical activity. Younger children are supported to do this as required and this helps them to learn about the importance of following hygiene routines. A jug of fresh drinking water is accessible to children at all times and they can help themselves to cups. Meal times are used particularly well to promote children's independence and self-help skills. Children are encouraged to help themselves to pasta and sauce and pour their own drinks of water and milk from a lidded jug. They enjoy the opportunities to be independent, and will help their friends if they are finding it difficult to lift the ladle full of pasta. Staff are always available to support younger children if they need assistance. This supports children to develop confidence and self-esteem as they can complete everyday tasks independently.

Children's safety and well-being is maintained through effective routines and appropriate documentation. Accident and medication records are accurately maintained and detailed written risk assessments are in place for the premises and the outdoor area. Children are reminded of the need for appropriate behaviour, such as being kind to others and helping to tidy away equipment after use. Regular fire evacuation drills are carried out and a record is maintained which helps children to understand about how to keep themselves safe in an emergency situation.

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

The management team and staff work well together in order to provide a safe, caring and enjoyable environment for the children who attend. The whole staff team have contributed towards an evaluation of the nursery and have identified strengths and areas for improvement. All staff demonstrate a commitment towards continuous improvement and this has a positive impact on the provision for children. Recent developments within the nursery include a monitoring and tracking system which has enabled the nursery to clearly evaluate the provision and identify the progress children are making in their learning. A system for monitoring staff performance is in place, although improvements are under way currently. Practice is based on a secure knowledge and understanding of how to promote the learning and development of all children. All staff have a clear understanding of their responsibility to meet the safeguarding and welfare requirements which ensures that children are protected from harm. Detailed written policies and procedures are in place and staff demonstrate a thorough understanding of these.

Effective partnerships with parents and other professionals ensure that children's individual needs are met. Parents and children visit the nursery for short sessions before the children attend full time. This enables them to become familiar with the environment and staff and allows parents to see how the nursery operates. Children develop close relationships with their key person and other staff. Parents are made aware that they are welcome at the nursery at any time to chat to staff about their child's progress. Children's development folders are readily available for parents to look through and staff ask for parental comments which are recorded. Newsletters are sent home and information is displayed in the entrance area regarding the nursery routines and the Early Years Foundation Stage framework. Regular parents' evenings and parental questionnaires allow parents and carers to share their thoughts and comments, and a noticeboard displays the actions taken by the nursery and out of school provision in response to some parental feedback.

Staff work with other professionals, such as speech and language therapists to ensure children's progress is supported. Activities and suggestions provided by outside agencies are used within the nursery which provides consistency for children and supports their progress. Currently, no children attend with special educational needs and/or disabilities, however, appropriate procedures are in place to ensure that any child attending the nursery has their needs met. Transitions for children between settings and when they move to school are well supported and carefully planned by the nursery staff. Development folders and information regarding each child are passed onto the next setting and staff work together to support children as best as possible. Visits are carried out with the children to enable them to see their new environment and get to know the new staff with the support of their current key person.

### **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

<b>Unique reference number</b>	EY364225
<b>Local authority</b>	Warrington
<b>Inspection number</b>	911367
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 12
<b>Total number of places</b>	65
<b>Number of children on roll</b>	165
<b>Name of provider</b>	The Rosebank Centre Partnership
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	07779 125824

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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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