

Rompers Day Nursery

2 Allerton Drive, Liverpool, Merseyside, L18 6HJ

Inspection date	14/08/2013
Previous inspection date	02/08/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- There is an excellent range of resources and learning experiences, particularly outdoors, that engage children of all ages and encourage their exploration and active learning skills.
- Staff use very precise assessment and planning to ensure each child's next steps in their learning and development are promoted extremely well. This ensures that they make exceptional progress, given their starting points.
- Children's progress through the nursery and the move to school are managed exceptionally well, which supports their well-being.
- Staff engage particularly well with parents, who routinely support children's learning with activities at home. This makes a strong contribution to children's continued high level of achievement, and embraces a shared approach to children's early years education.
- Children's safety is given the highest priority by staff, who are dedicated to their role. This ensures that children feel and are safe and secure at all times.

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 checked all relevant documentation and scrutinised requested policies and procedures, including safeguarding.
- The inspector looked at children's records and learning journals, and observation, assessment and planning documentation.
The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the inspection, and carried out joint observations with the manager.
- The inspector spoke to parents and carers and had access to written comments.

Inspector

Anne Parker

Full Report

Information about the setting

Rompers Day Nursery was registered in 1992 and is on the Early Years Register. It is privately owned and operates from two levels in a large detached property in Allerton, Liverpool. The nursery serves the local area. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm all year round. There are currently 78 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications. The owner holds Early Years Professional Status and one member of staff holds the a degree. The nursery receives 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:

- continue to support children's learning and self-esteem through praising their efforts and achievements, and including more specific praise so that they know what they have done well.

Inspection judgements

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

Staff provide excellent support to encourage and promote children's progress in their learning and development, across all areas of learning. They use comprehensive assessments of children's achievements in planning the next steps in their learning. Staff are highly skilled in providing a range of activities and experiences that enthuse and motivate children's interests and learning. For example, the pre-school children have been finding out about dinosaurs through visits to the local museum, displays and equipment to play with at the setting, including bones, and through the use of books and information and communication technology. Children routinely refer to the names of dinosaurs during their play, and even the period that they lived.

Careful and precise monitoring of children's progress enables staff to quickly identify any achievement gaps and plan to help children overcome these. Staff are highly successful in engaging with parents using a range of strategies including 'stay and play' sessions and

home diaries. They significantly involve parents in supporting their child's learning in the nursery and at home. For example, parents have access to various bags which contain a range of equipment and information on how to use it at home, to support their child's learning. Parents with languages other than English are encouraged to record story tapes that the children can listen to at the setting. The excellent working in partnership with parents and families helps ensure the right support for individual children is in place. As a result, the staff are highly effective at preparing children for the next stage of their learning. Where this involves children moving to school, there is excellent support available. For example, new teachers are invited into the setting to help to build relationships and share information.

Promotion of children's communication and language development is excellent. Staff routinely ask open-ended questions of children and give time for them to think of their answer. This encourages children and gives them confidence to answer, with staff valuing what they say. All children eagerly use the excellent outdoor areas, where they are able to explore, experiment and discover. The different areas create exciting experiences for children. For example, they create a 'camp' complete with rug and pots and pans, and busy themselves making mud pies, or they use a compass and chalk to mark out arrows to the treasure that they have previously made a map for. The encouragement for children to explore starts at an early age. The babies have ample space to develop their physical skills using low-level slides and the sandpit. They have easy access to a huge range of natural materials, such as pine cones and shells, and make choices themselves as they engage in sensory play experiences. Natural materials are predominant throughout the nursery for all children to use in a variety of ways.

Staff create 'talking and thinking' books that groups of children can use to develop ideas or explore concepts or just collect their thoughts. Older children have boxes that contain items of individual interest and family photographs. For example, one box has shells and photographs from a recent family holiday. These are used to encourage communication and language development as they share them together. This also gives those children positive self-esteem and an excellent sense of belonging. Staff provide an exceptional range of extra activities including Spanish lessons, yoga, art with a visiting artist and many trips to exciting and interesting places, such as the planetarium or to the park with a picnic and den building equipment. Even a simple story time is turned into an epic performance using a story cloak and props to support the story, and children are encouraged to participate.

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

Children settle extremely well, gaining a positive sense of belonging and well-being. This is because the key person system is well established. However, all staff know the children in their room extremely well and are able to support children if their key person is away. Children have developed strong attachments with the staff, which prove beneficial as children move through the group rooms in the nursery. Staff manage these moves sensitively and fully involve parents. For example, parents are kept informed about visits and who their next key person will be. Staff respect children and value their ideas; as a result, children are very confident and motivated to learn. Children of all ages are able to

make decisions about what to play with. Staff respect children's own needs for sleep. For example, as a child is showing signs of being tired she is offered a cuddle and then gently put onto a beanbag to sleep. The effective emphasis on children's choices means they gain very good levels of independence. For example, the older children set the table for meals and manage their own personal care. Children are encouraged to wash hands before eating and after playing outdoors, supporting their understanding of personal hygiene. Children thoroughly enjoy the nutritious cooked meals, with menus on display to inform parents.

Much of the day is spent in the garden where children learn about growing fruit and vegetables and engage in physical activity in the fresh air. Staff effectively support children's growing understanding of keeping themselves and others safe as they play. Children have developed their own set of rules to keep themselves safe during outdoor play, including 'don't climb in the tree without you (an adult) there'. Children behave extremely well and happily share resources with others. While staff frequently support children through praise, sometimes they are not specific enough about what children have done well so that they continue to build upon their excellent levels of self-esteem. The nursery provides a highly stimulating and welcoming environment to all children. The nursery is extremely well resourced with natural equipment and items which support children's development. For example, the outdoor area has a wet area, complete with overhead hosepipe which when turned on creates 'rain', allowing the children to dig and splash about in puddles. The nursery is very well designed to encourage children to explore and investigate. There are resources that help children gain an awareness of diversity and the wider world. Overall, the nursery positively reflects children's cultural backgrounds and truly values home languages. Parents are encouraged to use the daily diaries to inform the staff about what happens at home, and children also contribute to these with photographs and drawings of visits to special places.

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

The safeguarding and welfare requirements are met extremely well. The premises are very secure and children's safety is given high priority. Each room carries out and records daily risk assessment checks to help ensure children's continuing safety as they explore and play. Comprehensive written policies and procedures clearly explain the nursery's responsibilities and practices to parents, staff and others. Staff take safeguarding very seriously and they all undertake appropriate training. This helps ensure staff have a secure awareness of possible child protection concerns and of the processes to follow. The comprehensive recruitment process helps ensure the employment of suitable staff, which includes ensuring appropriate checks are in place. New staff complete a rigorous induction that ensures they are fully aware of their role and responsibilities. High-quality supervisions and regular monitoring by the manager provide staff with secure support and opportunities for professional development, such as training. As a result, the staff are able to provide excellent care and learning experiences for the children. The management and staff are extremely reflective about their practices. The self-evaluation processes are thorough and demonstrate the highly positive improvements made to children's progress in their learning since the last inspection. Each member of staff is asked to evaluate their

own work, that of others and even of the management team. Parents' views are collected through regular questionnaires and discussions, and children's views are taken from the 'our voices' board and the 'talking and thinking' books, as well as other methods. In this way, everyone is able to contribute to evaluating and improving the practice of the nursery. There is an extremely secure understanding of the learning and development requirements throughout the nursery. There is continual monitoring of children's achievements by key persons and this is overseen by the manager. This enables staff to easily identify and plan to narrow any gaps in children's learning. The manager is able to precisely monitor the progress of individuals or different groupings of children to help ensure that their achievements are consistently on target or above.

Parents have an exceptionally positive partnership with staff, and this fully supports children's ongoing development. Parents appreciate the daily communication sheets and the activity boards displayed around the nursery, giving them informative detail about their child's day, particularly relating to their care needs. There are highly positive working relationships with other agencies and professionals. This is extremely beneficial in helping those children who need additional support. Communication with other early years settings children attend is seen as important in providing consistency and promoting children's learning and development.

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	322340
Local authority	Liverpool
Inspection number	927594
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	78
Name of provider	Catherine Flynn
Date of previous inspection	02/08/2011
Telephone number	0151 729 0091

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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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