

Ruddington Day Nursery

Grange House, Wilford Road, RUDDINGTON, Nottinghamshire, NG11 6NA

Inspection date	05/09/2013
Previous inspection date	25/03/2009

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		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

- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust. An extremely effective key person system, which clearly works in practice provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- The provision for children to play and learn outdoors is a great strength of the nursery, with its excellent outdoor play areas and the provision of the 'Forest School' sessions.
- Children's learning and development is closely monitored through precise assessment and includes all those involved in their learning. Consequently, the planning is sharply focused and leads to rapid development for children, taking account of their starting points.
- A superb and dynamic supportive management system is in place. Practitioners are encouraged to take on additional responsibilities in the nursery, which raises morale and makes them feel valued and highly motivated. They engage in highly effective methods of performance management and professional development. Consequently, practitioners are enthused and knowledgeable.
- Children benefit hugely from the highly successful partnership between the practitioners and parents, ensuring key information is shared between them.
- Rigorous systems for reflecting on practice, involving the provider, managers, practitioners, parents and children, identify priorities for continued improvement. The nursery actively self-critique themselves to monitor the quality of teaching and learning.

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 all the indoor and outdoor play areas.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the provider, area manager, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, a selection of policies and practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Ruddington Day Nursery is a privately owned setting, which opened in 1990 and has been under its present ownership since 1999. It is one of two nurseries run by the same proprietor in the borough of Rushcliffe in Nottinghamshire. It operates from a detached house on the outskirts of Ruddington, serving the local and wider communities. Younger children are based on the ground floor with access to ground floor changing and toilet facilities. Pre-school children are based on the first floor of the premises, with access to an additional playroom on the ground floor. There are toilet facilities and nappy changing facilities on both floors. Office and practitioners' facilities are on the second floor of the building. The enclosed grounds of the premises provide several separate areas for outdoor play. The nursery opens each weekday from 8am to 6pm throughout the year. They also provide Forest School provision, offering children hands-on learning experiences in a local woodland environment.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 83 children on roll, all of whom are in early years age range. The nursery receives funding for the provision of free early education to three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are 21 regular childcare practitioners, including the proprietor and managers. Of these, two hold Early Years Professional Status; one is qualified at level 4 and 13 at level 3. Five practitioners are unqualified and currently working towards a qualification. The provider holds a Master's Degree in Early Years. One senior practitioner holds a Forest School qualification and another practitioner is working towards this.

What the setting needs to do to improve further

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

- continue with the excellent relationship with parents by further developing their involvement in home learning.

Inspection judgements

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

Practitioners ensure that each child's uniqueness is fully embraced and celebrated and this ensures individual needs are fully met. The needs of the 'child' lie at the heart of the daily life of the nursery and this guarantees that children make excellent progress in their learning and development. Practitioners create a stimulating environment, where the

atmosphere is incredibly positive and encouraging. Each child receives an extremely enjoyable, challenging experience across all areas of learning. Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning particularly well. The nursery ensures the monitoring of children's progress towards all the early learning goals is extremely effective. The practitioner team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, children make their own paint with freshly picked blackberries and water and then paint the tree trunk and wooden fence. Children work out that they have to mash the berries in order to make their colour. Practitioners plan first-hand experiences and challenges that motivate children to learn and ensure that they are extremely well prepared for school.

Children develop new skills and grow in confidence and rise to the challenge of trying something new. They are very active learners. For example, when playing outside the children use set up obstacle course and learn to balance on the stepping stones, creates and balancing beams. Children use their imagination as they act out role play situations. The younger children learn to take their turn as they wait to go on the small bouncy castle. The older children are very aware of the nursery rules as they wait outside the large storage shed while a practitioner goes in to collect additional wheeled toys. The older children help and support the younger children as they play a chasing game, demonstrating that they are very caring children. The children in the toddler room sit very well for their age as they listen to a story and are very keen to join in with the singing the nursery rhymes and songs. They confidently use signing for some of the songs and follow the actions of the rhymes using their small and large muscles. Children have excellent supervision as they use the hammers and nails to put nails into the tree trunk. This ensures that they play in safety. Children enjoy themselves as they take part in racing games before they settle down to eat their lunch. Babies enjoy playing with the natural play resources and the interactive musical toys. The older babies relish being pushed on the swings outside and demonstrate great excitement as they prepare for water play.

Practitioners demonstrate a very secure knowledge and understanding of how children learn. They have implemented different kinds of play to suit the individual children's styles of learning. These are identified by the practitioners through observations, interests of the child and parents input. As a result, children are very motivated and develop a highly positive attitude to their learning and learn to work alongside their peers extremely well. The nursery provides 'Forest School' sessions and has incorporated this ethos for children's learning throughout the whole nursery. Children are given excellent opportunities to use their senses to explore the world around them. For example, they have access to a very interactive 'builders yard', gardening area and a newly developed 'mud kitchen'. Children tell the practitioners that they are going on a 'bug hunt' and the practitioner sensitively asks questions about the different bugs and what they need to live in. The children get very excited as they find the ladybirds and then watch in amazement as they open up their wings and fly away. Children are allowed to climb trees so learning how to take safe risks as they climb up and then walk across a rope between two trees. They demonstrate wonderful skills and self-confidence as this activity was very well supervised by the practitioners. They skilfully know when to give the less confident child encouragement to support them to finish and gain a good sense of achievement. One child jumps down after

completing and punches the air with confidence. One of the nursery's great strengths has been that they recognise that some of their older children have excelled in the Early Years Foundation Stage and of the need for them to work towards Key Stage 1, which they worked with the local school and liaised with the teachers and the parents to find ways in which to fully support these children.

Children's independence is promoted particularly well, they are developing skills such as putting on their shoes and seeing to their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. Children develop very good communication skills and chat happily both to one another and to adults. Practitioners support children extremely well by offering praise and encouragement and they demonstrate an excellent understanding of children's individual learning needs. Babies are actively involved in their play, confidently selecting and exploring resources. They are supported exceptionally well by practitioners and become confident in their daily routines. Children with special educational needs and/or disabilities are very well supported and practitioners work exceptionally well with outside agencies and other professionals to support all children. All children relish their time at nursery and are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities that stimulate and motivate them. The nursery has implemented progress check at age two highly successfully and all related documentation is in place. As a result of the highly effective assessment and recording of children's progress, parents receive a very clear picture of where their children are in their learning. They are actively encouraged to be involved in their children's learning and development in the nursery. Children's learning would be enhanced even further by involving and encouraging parents to be even more involved in sharing learning at home. Parents are kept very well informed about the life of the nursery via the wealth of information around the nursery, their notice boards, parent meetings and through daily chats to practitioners.

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

The premises are beautifully maintained and very well resourced to provide children with a stimulating environment in which they learn and develop. A well-established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Practitioners in the baby rooms provide babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments so that they feel thoroughly safe and secure. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are exceptionally well-supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Parents are also asked to complete a new 'All about me' form to ensure the practitioners are fully informed about the child's current interests. Parents are also provided with a 'Welcome sheet' for the new room, so they are

fully aware of the routines of the new room.

Throughout the nursery, children spend time with other groups in the outdoor activities. This helps them to become familiar with other children and practitioners. Children's health is very well-promoted and there are clear and consistently applied systems in place to protect them from infection. Excellent systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit greatly from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence.

Children's behaviour is exemplary. They know how to move safely through the nursery and start to take responsibility for their own behaviour. Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are exceptional. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and practitioners re-enforce these before children use the area. Children are taught about keeping safe through discussions, role play, the activities that occur during Forest School and life topics. They have visitors to the nursery as in the local police and fire services. Children form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share and take turns. They have recently created a 'buddy stop' for if a child feels alone outside they can go to the buddy stop where they will be seen by other children who will ask them to join in to play with them. Practitioners have worked hard on this to encourage children to be caring towards each other. Children are extremely polite and use please and thank you as part of their normal daily routine. Practitioners' role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning.

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

The senior management team are extremely committed and highly dedicated to maintaining the highest levels of achievement for the children and their families. Very effective management structures are in place and communication with all levels of practitioners is excellent. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are exceptionally well-safeguarded. All practitioners are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from

whom to seek advice. Recruitment procedures are rigorous and robust. All practitioners are checked thoroughly before being employed and complete regular declaration forms for suitability. Thorough induction procedures are in place to help and support new practitioners and students. Very effective appraisals and supervision meetings are used to identify any areas for improvement. The provider and manager are very hands-on and supportive of all practitioners. They encourage them to reach their full potential and take on additional responsibilities in the nursery to develop their self-esteem. The practitioners who lead the Forest School session also provide this for other provisions and are working with the local school in setting their Forest School up. So the nursery is disseminating their outstanding provision to other settings.

All policies and procedures are shared with parents and comprehensive records are kept. The nursery implements robust procedures to ensure that children are released into the care of a nominated adult and cannot leave the premises unsupervised. Clear procedures are in place to ensure children are kept safe on outings, for example, thorough risk assessments are carried out prior to the visit and parents' consent is gained for all outings. The practitioner team are very well qualified and vary in age range to ensure a lovely balance of maturity, which children clearly benefit from. Due to the management's high standards they work to excellent adult to child ratios and practitioners are very well deployed, to ensure the supervision, safety and security of all children.

Partnership with parents is exceptional and parents are wholly valued and their views are sought and respected. Parents are extremely happy with the nursery and comments received are very positive. They feel the practitioners are very committed to the whole child's well-being and their holistic approach to children's learning. Parents state that they have an open relationship with practitioners and they are very approachable. They recognise that the team have been static and there has a very low turnover of practitioners, which means continuity for them and the children. Parents feel that the nursery has a home from home feel and the 'Auntie/older sister' relationship that the practitioners have with the children is lovely. They state that the practitioners go that extra mile for them as parents and for the children. Parents feel they are very well informed via the detailed discussions they hold with practitioners when they collect their children or at parent evenings when they formally discuss their children's progress. They also state that the practitioners are very inclusive and work very hard to encompass all the children. The manager and practitioners ensure that the extremely effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need.

The management team have high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with practitioners, parents and children. Efficient systems are in place for self-evaluation of the nursery to reflect the excellent practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority. This results in an extremely confident practitioner team who all demonstrate an excellent understanding about how to help all children develop and progress. The practitioner team are very proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. The management team are very supportive of practitioners and their caring and approachable

manner ensures that practitioners feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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	253401
Local authority	Nottinghamshire
Inspection number	908199
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	83
Name of provider	Anne Lesley Prescott
Date of previous inspection	25/03/2009
Telephone number	0115 9848125

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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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