

Redhill Robins Day Care Unit

Redhill Primary School, Wrights Avenue, CANNOCK, Staffordshire, WS11 5JR

Inspection date	02/10/2013
Previous inspection date	08/01/2013

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

- Children benefit from a varied and stimulating range of experiences that are provided by staff who have a strong knowledge of how children learn and how they can support them. As a result, children are motivated, eager learners who make good progress in their learning and development.
- Parents are effectively supported to enhance their home learning environment, which supports children's future learning.
- Children's moves to other settings are very well supported. This contributes to children developing a secure sense of well-being, in order for them to be effective learners.
- The manager, management committee and all staff continue to drive and maintain high standards of care and learning. As a result, practice is continuing to improve, in order to further support children's progress.

It is not yet outstanding because

- Some strategies to engage parents in their children's learning in the setting are not always as highly successful as possible, particularly in relation to parents contributing to the ongoing assessment process and supporting children's awareness of healthy eating.

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 main playroom and outdoors.
 - The inspector held discussions with committee members, the manager and other staff about the provision, children's play and care routines.
 - The inspector interacted with children and spoke to parents to obtain their views about the setting.
- The inspector looked at assessment records and planning documentation. She
- looked at evidence of the suitability and qualifications of the staff, a range of written policies, complaints and child and staff attendance records.

Inspector

Christine Armstrong

Full Report

Information about the setting

Redhill Robins Day Care Unit was registered in December 2002 and is on the Early Years Register. It is run by a management committee and operates from a designated unit within the grounds of Redhill Community Primary School, Chadsmoor, Staffordshire. There is suitable access to the building for all users and there is a fully enclosed outdoor play space for the children.

The group has systems in place to support children with special educational needs and/or disabilities. The group serves the local and surrounding areas and has close links with local schools. The group is open five days a week, during school term time. Sessions are from 9am to 3pm. There are currently 35 children on roll, all of whom are within the early years age range. Six members of staff and the manager work directly with the children. All staff have a recognised early years qualification to level 3 and two members of staff are working towards an early years degree. The group receive 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:

- enhance the strategies to engage parents further in their children's assessments and to support children's awareness of healthy eating, in order to support children to make rapid progress in their development and learning.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a strong knowledge and understanding of how to promote the learning and development of young children. For example, staff have a strong understanding and place a high value on the critical role parents have to play in their child's learning. As a result, they are focusing, generally, extremely well on providing a range of successful strategies to engage all parents to take part in their children's learning in the setting and at home. This helps children to make good progress in their learning and development.

Parents are provided with an abundance of photographic and written guidance about how children learn and how they can support their children's learning at home. There is a 'Tip of the week' that contains specific information about how to support children's communication skills at home. For example, parents are encouraged to use puppets at

home to help to support children's interest in listening to stories and to repeat stories, so that children become familiar with the story line. Information is displayed about the action songs children are learning in the nursery, topics they are taking part in and activities that are planned for the week. There are reference books that explain how children learn through play. There is also a photo book showing how children's play in the nursery helps to support their play, exploration, active learning, creative and critical thinking in all the seven areas of learning. Key persons provide tailored support to parents. For example, staff teach parents simple sign language and provide them with 'Picture fans' so that parents can continue to use these strategies to support their children's communication skills at home. These highly successful practices are supporting parents to enhance children's home learning environment, which is an important element in supporting children's progress and future success in learning at school.

Key persons and all other staff undertake regular observations of children's achievements. They use this information well to monitor children's progress and identify their next steps in learning. This ensures the early recognition of any possible additional needs children may have. In this instance, established partnerships with other agencies are effective to ensure all children have the focused support they need to make good progress in their learning. This is particularly effective for children with special educational needs and/or disabilities. Parents are kept well informed about their children's progress and make valuable contributions to their children's assessments. For example, parents contribute to initial assessments of children's starting points on entry by completing an 'All about me' form. This form requests information about children's likes, experiences and achievements. Parents are encouraged to continue to share information by writing about their children's achievement on leaves, that are hung on the 'Tree of achievement' in the reception area. Parents also contribute information during consultation meetings, daily diaries and daily verbal exchanges. However, these approaches are not yet highly successful in obtaining comprehensive information about children's achievements at home.

The good quality of teaching in the nursery supports and extends all areas of learning. Children take part in a wide variety of interesting and challenging experiences that are planned around their individual interests. Staff are skilful, attentive and fully focused on encouraging children to discover new experiences and new ways of doing things. This results in children becoming confident and self-assured, eager and motivated learners. For example, staff effectively extend and support children's natural interest and curiosity in the things they see by providing a wonderful array of new and unusual resources, to stimulate their senses indoors and outdoors. This includes nature trays consisting of pine cones, coconut shells and logs of wood and magnifying glasses. Staff join in sensitively to encourage children to closely examine and explore the items they find interesting by using their senses. They use reference books to discuss and model ways of finding out more information about the items, using non-fiction books that are placed around the area. This helps support children's literacy skills and understanding of the world. Children are attracted to a 'Peat area' where they use a variety of containers to fill and tools to scoop and dig, to make a mud dinner for a favourite turtle. This supports children's physical skills and mathematical concepts as children experiment with quantities and measure.

Staff use a range of cardboard and plastic guttering and tubes to encourage children to

work together and solve simple problems, in order to construct and join different pieces. This captures children's interest in finding out for themselves how their favourite toys can move along the guttering and through the tubes. These types of activities and the quality of staff support help children to maintain their focus and enjoy engaging in new experiences. They are also learning by trial and error to achieve their goal, which are important skills for future learning.

This good quality of teaching is firmly embedded and continues throughout all interactions. For example, children's interest in singing and taking part in the actions to songs and rhythms is enhanced by the fun and playful approach of staff. This is particularly effective in providing support for children with emerging communication skills, as it puts language into the context of children's physical experiences, such as, 'stand up,' 'lie down,' as they are moving. Staff also use a 'song ring' that children hold onto. This encourages and supports children to move together to go faster or slower, to pull in and out and side to side. Staff are also very effective in extending children's critical thinking and their use of language to express their thoughts and feelings. For example, staff ask children questions, such as 'how can we do this?' They also draw children's attention to the sounds letters make by having a 'Letter sound of the week' and encouraging children to hear the sounds of the letters in their name. Children's literacy skills are well supported as they become familiar with and recognise their name in print, for example, on their pictures and during self-registration.

Since the last inspection children's interest in animals and their local community has been effectively supported. Children have met Police Officers who have come to talk to them about stranger dangers and they have handled and found out about unusual animals that have been brought in to the nursery. Children have also been effectively supported to develop a keen interest in the building works that are being undertaken around the nursery. For example, staff capture spontaneous opportunities to discuss what children are seeing through viewing holes that have been placed on the children's level and they provide resources, such as hard hats and cones, so that children can base their imaginative play on what they can see.

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

Staff have a strong understanding of how important it is that children develop a secure sense of well-being. All children are allocated key persons who build warm relationships with them. All key persons work effectively in partnership with parents, to ensure all children receive the support they need when they first attend the nursery. Discussions with parents demonstrate children have a positive experience when they first start at the nursery. When children move on to the school, nursery and reception class the nursery provides detailed information to schools, which promotes continuity and cohesion in children's learning and care. Children benefit from a stimulating range of experiences staff plan to help to prepare them to make the move to school. For example, staff put school uniforms in the dressing up area to stimulate role play. This helps children to play imaginatively and express any concerns they have so that staff can help them to overcome these through the use of stories and discussion. If necessary, key persons

accompany children to their new setting and stay with them until they become familiar and able to settle without distress. These approaches contribute to ensuring children develop a secure sense of belonging and well-being.

At all times staff are good role models who demonstrate respect and good manners to all children and adults. Effective partnership working with parents and between staff ensures continuity and consistency of boundaries for children, who respond well to these. Children are provided with good levels of tailored support to manage their feelings and behaviour, which may include using a range of pictorial prompts and gestures. All children are supported well to consider others and to take turns and share. As children become more able they enjoy taking responsibility for small tasks. Younger children demonstrate their sense of security and well-being, as they show familiarity with daily routines and take an active role in rituals, such as tidying away toys. As a result, the nursery provides a very warm and welcoming harmonious environment for children, which makes a strong contribution to their well-being.

Staff have a secure understanding of how to create a highly flexible and stimulating environment. A wide variety of easily accessible resources ignite children's interest to initiate their own play and follow their own interest in all areas of learning, indoors and outdoors. This effectively supports children's independence. Staff fully understand how important it is for children to become active and enjoy fresh air and they provide a variety of activities to support this effectively. For example, children spend a good amount of time outdoors during morning and afternoon sessions, where they become physically active, riding wheeled toys and using equipment, such as bats and balls, hoops and bean bags. Children's good health is further supported through the variety of healthy fruit snacks the nursery provides. Topics, such as Harvest Festivals, support children's understanding about where food comes from and role play activities are used to encourage children's awareness of healthy foods. Children who stay over the lunch time period bring their own lunch boxes from home. Staff encourage children to eat their savoury foods first and to develop their self-care skills by opening their own food and drinks. However, the highest priority is not always given to capturing this opportunity to work in partnership with parents to reinforce messages and support children to make healthier choices for their lunch. At all times children are supported to develop their understanding of how to keep themselves safe, relative to their age and ability. For example, staff talk to children about the danger of knives as they play imaginatively in the home corner area.

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

The committee, manager and all staff demonstrate a strong understanding of how to meet the requirements of the Statutory framework for the Early Years Foundation Stage. This inspection took place following notification to Ofsted of an injury to a child. The inspection found that the staff were fully aware of their responsibilities and took all the necessary steps, informing parents and the relevant authorities. The nursery carried out a review of their actions to see if they could improve on the already good practice of high levels of supervision and a culture of assessing and minimising risks. This has resulted in the

planned use of a toy teddy to help staff to identify where a child is experiencing discomfort or pain.

Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, all staff receive ongoing training and have a good knowledge and understanding of child protection procedures. The setting works as part of a multi-agency team, working together with parents and other professional agencies, to ensure families receive early intervention and support if needed. Robust steps are taken to ensure intruders are prevented from entering the premises. This ensures children enjoy a safe and secure environment. All adults working in the setting are closely monitored and assessed for suitability.

Since the last inspection, the manager, management committee and all staff have continued to drive and maintain high standards of care and learning. This team effort is based on a good, secure understanding of the areas of learning and how children learn. It has been supported by an ongoing professional training programme that ensures staff have the skills and knowledge to ensure children receive the support they need to make good progress in their learning and development. This has included staff undertaking training to degree level and participation in the project 'Making Children's Learning Visible', which is a recognised programme for outstanding practice. This has supported staff's practice and is reflected in the extremely effective focus on supporting parents to improve their home learning environment. It is also leading to the implementation of a sharply focused electronic tracking and monitoring tool. This is building upon the already good overview of children's progress. The programme has also included staff undertaking 'Every Child a Talker' training. This has supported staff's practice in relation to developing and sharing with parents a rich mixture of effective strategies to support children's communication skills.

Partnerships with parents are very positive and make rich contributions to children's learning and care. Discussions with parents demonstrate high levels of satisfaction. Parents are particularly happy with the quality of individual support their children receive. They report that they particularly appreciate the guidance and advice staff provide. Partnerships with other professionals also make rich contributions to children's learning, particularly for children who are moving to school and for children with special educational needs and/or disabilities.

Self-evaluation is strong because there is an embedded culture of reflection and evaluation. This is included in daily practice and it includes all staff, children, parents committee members and other professionals. As a result, practice is continuing to improve upon the already good quality of care and education children receive.

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	218212
Local authority	Staffordshire
Inspection number	926055
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Redhill Robins Daycare Unit Committee
Date of previous inspection	08/01/2013
Telephone number	01543 502181 or 01543572936

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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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