

# Ramsey Day Nursery

Ramsey Day Nursery, 41 Great Whyte, Ramsey, HUNTINGDON, Cambridgeshire, PE26 1HH

<b>Inspection date</b>	13/06/2014
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff and managers have a secure understanding of child protection procedures and the Local Safeguarding Children Board guidance. As a result, children's safety is promoted very well.
- Children are enthusiastic, active learners because staff know them well and plan well-tailored activities that accurately reflect their individual interests.
- Staff sensitively support children during their transitions within the nursery and as they prepare for school. This enables them to look forward to the next stage of their learning with confidence.
- Thorough self-evaluation involves staff, parents and children at all levels. This leads to a highly effective plan that continues to improve the quality of the provision for all children.

### It is not yet outstanding because

- Occasionally, staff overlook opportunities to maximise children's learning during meal times.
- Although the nursery environment is stimulating with plentiful posters and pictures, there are fewer opportunities for children to display their artwork and early writing to celebrate and consolidate their growing skills.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities and their interactions with staff throughout the inspection. A joint observation was carried out with a senior member of staff.
- A meeting was held with managers to discuss staff recruitment, induction and training, team meetings and the nursery self-evaluation.
- A range of documents were examined, including the parent survey, policies and procedures, children's development records and staff suitability checks.
- The inspector spoke with staff, parents and children during the inspection to gather their views on the quality of the provision.

## Inspector

Veronica Sharpe

## Full report

### Information about the setting

Ramsey Day Nursery is one of six nurseries run by Davidson-Roberts Ltd. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery has been operating under the current ownership since 2009 and is located in a converted house in Ramsey, Cambridgeshire. The nursery is open five days a week from 7.30am to 6pm all year round. Children have access to an enclosed outdoor play area. There are currently 107 children on roll in the early years age range. The nursery offers early years funding for eligible two-, three- and four-year-old children. Children mainly come from the local area and attend for various sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 25 staff, of these, 21 hold early years qualifications at level 3, one member of staff has a qualification at level 5. One member of staff is working towards a level 5 qualification. The nursery also employs staff who work on a flexible basis and a nursery cook.

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

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

- enhance children's learning experiences at meal and snack times by increasing their involvement in food preparation and making the most of opportunities to engage them in purposeful conversations
  
- enrich the nursery environment by providing children with even better opportunities to display their own artwork and original writings.

## Inspection judgements

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

Staff demonstrate a very good understanding of the learning and development requirements. They observe children's achievements rigorously and make regular assessments of their learning to monitor their progress and plan challenging activities. As a result, children thoroughly enjoy their learning and develop the skills they need ready for school. Good information is collected from parents when children first start. This enables staff to support children's learning from the outset. Continuing information sharing between parents and staff contributes to the strong support for children's learning at home and in nursery. Parents have detailed daily feedback each day and receive regular progress reports. This includes a written summary of the progress check carried out when children are aged between two and three years. Consequently, any gaps in learning are speedily identified and addressed.

Staff use their good teaching skills effectively to engage children and stimulate their enthusiasm for learning. Activities link closely to children's individual interests, for example, they eagerly take part in role play that reflects their current passion for a recent animated film. Children's communication and language is supported very well through tailored activities, such as daily story times. Staff enthral children through interactive questions and encourage them to speculate about the stories. Children benefit from stimulating visual displays that support their language and literacy, including alphabet and number runs. However, there are fewer opportunities for children to have their artwork and early writing displayed to enhance their self-esteem and remind them of their achievements.

Staff use conversation and commentary effectively to promote children's mathematical thinking. For example, as children explore rice using different sized containers, staff encourage them to consider lesser and greater quantities. Children explore their senses as they play with water and experiment with things that sink and float. They notice that play dough contains glitter and staff encourage them to wave their hands around so the glitter catches the sun. Staff support children who speak English as an additional language well, through visual images and a good knowledge of key words in their home language. Each area of the nursery is well-equipped with varied writing materials that support children's interest in making marks. Older children show confidence in writing their own names and recognise the names of others on the coat pegs. Younger children develop their early writing skills through activities, such as painting and making marks in gloop, sand and dough.

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

Children look forward to the next steps in their learning because they are supported effectively during their transitions. Staff work closely with new parents to ensure they understand the needs of children settling in. Planned visits to the nursery enable children and parents to familiarise themselves with rooms and staff. As a result, children are happy and settled. When children move into their next room their key person takes them for visits and helps them develop new relationships. Older children get ready for school with enthusiasm. They examine their new uniforms, discuss moving on with staff, meet their new teachers and visit their new classrooms. All this gives them confidence to move into their new setting. Children behave well because staff are good role models. They encourage children to be polite and help them to develop a good understanding of kind and sharing behaviour. Thoughtful provision of resources and good organisation of rooms enables children to access activities easily. This fosters their independence well and promotes their learning effectively.

Nutritious home cooked meals and snacks contribute well to children's healthy lifestyles. The nursery cook has a very good understanding of childhood nutrition and ensures meals are well-balanced and interesting. Children make choices about snack times, which enables them to finish their play and eat when they are ready. Older children take an active part in some food preparation to develop their independence. However, younger children's snacks, such as fruits and vegetables, arrive at the table already prepared. This

means there is less opportunity for them to learn about and explore the varied foods they eat. Children eat their meals together and staff sit with them to provide practical support. However, staff do not always remember to engage the children in purposeful conversations during this time that will further children's learning and support their social skills.

Outdoor play is supported well in all areas of the nursery. Younger children have their own safe area, but have regular times to join in the more boisterous play of older ones. Covered areas mean the outdoors is available all year round, enhancing children's health and well-being. Children make good use of the climbing equipment to develop their physical confidence. Older children show a good sense of safety as they carefully work out how to jump off the top of the slide. Staff support children sensitively as they enjoy their active play. They supervise them carefully, but allow them space to test out their growing skills. Children learn about good hygiene through consistent messages. For example, they understand the importance of washing their hands after outdoor play.

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

Clear and detailed policies and procedures that support children's safety and welfare are effectively implemented. Robust risk assessments take into account activities, resources and premises to ensure children play in a healthy and safe environment. Staff deploy themselves well so that children are supervised and supported effectively in their play and learning. All staff have regular training in child protection and show exceptional understanding of signs, symptoms and procedures. Managers give child protection a high priority and ensure any incidents or concerns are rigorously examined. Safeguarding is discussed during team meetings and at one-to-one staff meetings. This highlights children's safety so that it continues to be given the utmost importance. Comprehensive recruitment procedures help to ensure any adults working with the children are suitable to do so. Managers operate an extensive induction process that ensure all staff have a thorough understanding of their roles. All of this contributes substantially to children's safety and well-being.

Leaders and managers demonstrate a secure understanding of the learning and development requirements. They have implemented robust monitoring to ensure the educational programme enables all children to make good progress. Particular emphasis is placed on communication and language to prepare children for school. Children at potential risk, including any who speak English as an additional language, have their language closely monitored to ensure they are firmly on track. Staff are knowledgeable and well-trained. Most are qualified and all show commitment and enthusiasm for their roles. Regular supervision meetings, team meetings and peer reviews are used effectively to plan for targeted professional development. As a result, staff maintain and improve their already strong understanding of effective teaching practice.

Leaders and managers strive to increase the quality of the provision through thorough self-evaluation. Staff, parents and children are involved at all levels in identifying priorities

for improvement. Ideas and opinions are asked for and promptly acted upon. This leads to a successful drive to increase the quality of the provision for all children. Staff work well with parents to ensure they are fully informed about their children's well-being and development. Detailed policies and procedures give parents a good understanding of the nursery's aims and ethos. Regular social and fundraising events enable parents to develop their own social links, which in turn helps to support the children as they move on to school. Children who have special educational needs are effectively supported by the partnerships with other agencies, such as occupational therapists and language specialists. Staff work well with other local providers, particularly the schools, to ensure children benefit from continuity in their care and learning.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY387217
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	878990
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Davidson-Roberts Limited
<b>Date of previous inspection</b>	09/09/2009
<b>Telephone number</b>	01487 710 422

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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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