

Redroofs Nursery

24 Poplar Road, North Common, Warmley, Bristol, South Gloucestershire, BS30 5JU

Inspection date

23/06/2014

Previous inspection date

26/05/2011

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

- Children are highly independent learners, developing exceptional skills through first-hand experiences.
- Staff provide excellent support for children's language and communication skills, so that children are skilful speakers and listeners.
- Staff provide a highly enabling environment, which motivates children to be enthusiastic learners.
- Staff provide outstanding support through the key person system so that children are emotionally secure and happy to move on to the next room and school.
- Staff use precise and accurate observations to assess children's development and work in partnership to ensure all children reach their full potential.
- Highly qualified staff work exceptionally well as a team to meet children's individual care and learning needs.

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 all rooms and all the outdoor areas.
- The inspector carried out a joint observation with the head of nursery and had a meeting with the registered person.
- The inspector checked safeguarding information and the premises.
- The inspector talked to parents, staff and children present on the day of the inspection and took account of the nursery's self-evaluation and improvement plan.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Redroofs Nursery first opened in 1979. It is one of two jointly owned private nurseries and is situated in the Warmley area of South Gloucestershire. It operates from purpose-built premises in the grounds of the proprietors' home. Children use three different areas according to their age and ability and have use of three additional smaller rooms. Children have access to three enclosed outdoor play areas, plus a heated swimming pool. The nursery is registered on the Early Years Register and the voluntary part of the Childcare Register. There are currently 96 children from three months to five years on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery opens five days a week all year round, excluding bank holidays and the Christmas period. It operates between the hours of 8am and 5.30pm. There are 13 members of staff, of whom one holds Early Years Professional Status. One member of staff holds a childcare qualification at level 7 and another holds a qualification at level 6. There are eight members of staff who have a childcare qualification at level 3. They are supported by a cook and an administrator, who are qualified in their own fields.

What the setting needs to do to improve further

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

- enhance the systems for self-evaluation by implementing more formal systems to seek parents' feedback.

Inspection judgements

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

Staff use their meticulous observations of children's development exceptionally well to understand every child's development needs. They have a thorough understanding of children's starting points because they seek excellent information from parents. This enables them to plan highly effectively for children's next stages of learning from the start. Staff motivate children to learn because they focus on children's interests and use them in the planning. Children have an individual play plan, focusing on their key areas of development. This means they have firm foundations for their continuous development. As a result, children make outstanding progress in their learning and development.

Children thoroughly enjoy their learning. Staff plan exciting first hand experiences for children, which sparks their enthusiasm and prompts them to want to know more. For example, children go on nature walks taking pictures with a digital camera to find signs of new life as part of their topic on life cycles. They excitedly recall hatching eggs in an

incubator as they change the water and feed, for the chicks. Children are extremely independent; they go and fetch the small plastic fences to create a pen for the chicks to come out of the hutch to run around for example. This leads to children wanting to draw pictures of the chicks and staff support them in writing their names on their pictures, helping children to link sounds to letters. Children use incidental mathematical language and skills throughout their play. Staff encourage children to sort items by colour or number and then find the corresponding numeral for example. Staff skilfully encourage children to use books for information and the new interactive whiteboard to support their learning. For example, children fascinated by dinosaurs use a book to find pictures and name the different types. They look closely at the different features and they draw their version on the whiteboard.

Staff provide an excellent balance of child initiated and adult-led activities. They prepare children very well for school, providing more adult-led activities to prepare them well for learning that is more formal. Children of all ages develop excellent speaking and listening skills. The younger children select finger puppets in a small group to sing songs linked to the puppet. Staff also use the puppets to talk to children about expressions, feelings and to find facial features. Staff respond well to babies' babbling and role model the clear use of language. They enjoy joining in with actions to songs and demonstrate their delight as they laugh, cheer and clap their hands. Staff use words with sign language to support the communication of all children's abilities and those learning English as an additional language. Older children competently talk about the days of the week, the season and recite poems about the weather. Staff provide pictures of the children's current interests to prompt older children's discussions, learn new vocabulary and listen to each other's comments. For example, during the football World Cup, children talk about the job of a referee, that he has a whistle and that the winning team receive a trophy. They name the teams by recognising the colours of their kit and their national flag, which also promotes children's awareness of the wider world.

Children develop highly impressive social skills. Older children pour their own drinks, take a piece of toast at snack time and pass the plate to the child sitting next to them. Staff sit with children at mealtimes and demonstrate how to use a knife and fork correctly, which children copy. They confidently use a dustpan and brush to help clean up the floor. Staff skilfully encourage children to make links in their learning. For example, while playing with the modelling dough they recall a story about a caterpillar. Children make the items the caterpillar ate, recalling how many they need of each. They use their hands and a range of tools to make the changes to their dough. Children are proud of their achievements and excitedly show staff how they made a crown from a range of materials. Staff extend their learning by posing problems, such as asking how can they make it stay on their head? Children describe how they are going to make it into a circle and use something strong to hold the two ends together. Babies explore a range of textures and staff point out to them the effect their movements have. For example, they notice the shapes and marks they leave behind as they thoroughly enjoy body painting on a large scale. Staff encourage children to learn through trial and error so that they learn from their mistakes and find different ways of doing things.

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

The highly effective key person system significantly enhances babies' and children's well-being. Key persons carry out children's personal care and ensure children have their individual preferences when going for a sleep. Some children have a pacifier, special toy or like to look at a book for example. Staff inform parents if there are any changes to their child's key person and children develop exceptional relationships. Staff record children's comments in their development records, such as 'got my hat and gloves because it's cold'. Children enjoy looking at these, which builds their self-esteem as they recall how much they have progressed. Older children seek their friends to join them in activities and ask staff where their particular friends are. Staff encourage older children to manage conflict and empower children to take control and manage their own behaviour. For example, they sit with children away from the situation and talk to them so that they can calm down and decide what they would like to do to resolve the problem.

Children develop an excellent awareness of safe and healthy practices. They demonstrate their understanding of keeping safe during their games. For example, children talk about jumping in the pool, which they can do because they are just pretending. However, when prompted by staff, children explain they do not jump in the real pool because it is not safe. Children independently get scissors to use and staff praise them for carrying them safely to the table. Staff closely supervise toddlers as they confidently climb up and along large equipment, which has a safety net for added protection. Children wash their hands before eating and use individual flannels to clean their hands and face afterwards, ensuring that resources do not get sticky and unhygienic. This promotes their independence and their social skills. Children enjoy a range of freshly cooked meals, promoting their understanding of healthy eating. Staff gently encourage children to try a range of foods and praise them for this. They gain detailed information from parents about children's dietary needs, as well as their preferences and work closely with them to meet children's needs. Staff monitor the temperature of rooms and open windows and doors, or turn on fans to keep the rooms comfortable for children. Children know to keep their hats on to protect them from the sun and regularly drink from the water fountain to keep themselves hydrated.

Children use an extensive range of resources, which promote all areas of development both indoors and outside. Children in the outdoor classroom decide they want a dolphin as part of their game, so they go to the labelled draws and find one for example. This enables children to be independent learners, extending their ideas. Children of all ages have extensive opportunities to choose to play inside or outdoors, whatever the weather and use the heated pool. They particularly enjoy caring for the animals, growing their own produce and using the new outdoor classroom. Children use a wide range of positive images and resources. This includes representation of the backgrounds of children attending the nursery, which promotes a sense of value and children's awareness of people's differences. There are further extensive resources stored in two large sheds, which children can choose from under supervision. Staff regularly invite people into the nursery to support children's learning, such as the librarian to read to children.

Staff base children in certain rooms according to not only their age but also more

importantly their readiness to move on to the next room. Their new key person visits them first in their current room to start to build a relationship, and then they make visits to their new room with their current key person. As a result, children are very emotionally secure. Parents who have had older children at the nursery particularly mention how well their children move to school because of the support from the nursery. The key person takes the transition documents to school, including children's comments about what they would like their teacher to know. Teachers visit the nursery and invite children to attend the reception class play. Parents of children with special educational needs and/or disabilities comment on the outstanding support and reassurance they get from the management and staff in preparing them and their child for moving on. As a result, children look forward to going to school with great enthusiasm.

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

The management team has an outstanding awareness of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The highly qualified and experienced staff team has a comprehensive knowledge of safeguarding children because they understand and implement the policies and procedures extremely well. Extensive recruitment and induction procedures ensure all staff understand their responsibilities, including whistle blowing. Children play in a safe, secure environment, where staff assess the risks thoroughly to ensure children can explore and develop with minimum hazards. All required documentation is in place and organised well for the safe and efficient management of the nursery. Staff administer any emergency medication and seek advice from other professionals in how to identify symptoms quickly on what to do in an emergency. Staff deployment is excellent, so that children can make full use of the whole premises and remain under supervision. Staff organise the group activity sessions extremely well so that children benefit from each other's strengths. For example, children who are exceptional speakers provide outstanding role models to those less confident. There are highly successful systems to monitor children's development and ensure staff keep concise records, including the progress check for two-year-old children.

Parents comment highly positively on their children's experiences, the quality of the information they exchange and the staff support for their children's individual needs. They state they value the trusting relationships and cannot speak highly enough about their children's positive experiences. Staff involve parents from the start, recognising the importance of excellent partnerships to promote children's well-being. Since the last inspection, staff have reviewed and changed the children's development records to make them an informative diary of children's progress. This is to make them accessible to parents and they held a parents' evening to explain the changes and request parents' involvement. Staff invite parents in to support children's learning, such as getting involved in 'world book day' to promote a love of books. Staff work extremely well with parents, outside agencies and other providers to support children with special educational needs and their families. Parents state that the staff have individual learning plans for their children and support them in carrying out learning at home. This means everyone involved in children's care has a consistent approach to enabling every child to reach their full

potential.

The management team uses a range of successful self-evaluation systems to monitor the quality of the provision and set precise actions for continuous improvement. This includes a quality assurance scheme and staff complete questionnaires to contribute their ideas and opinions. As a result, the management has created new induction procedures to ensure staff are secure in their roles and responsibilities. They also provide time for staff to discuss any concerns. They now have different learning areas, which staff take responsibility for and change them according to the children's interests and needs. Following staff training, they looked closely at their provision for information and communication technology and extended the resources available. These have enhanced children's learning as they find out what salsa dancing is on the mini iPad for example. There is a parents' suggestion box; although not all parents are aware of any formal way of gaining their feedback, they comment that they find the staff approachable and speak directly to them. The management take any complaint and/or views of parents seriously and ensure they investigate any concerns thoroughly and make any necessary changes to their practice. Staff new to the setting receive excellent support and guidance. They gradually build up the number of key children they are responsible for until they feel secure in understanding every child's learning and care needs. All staff receive regular supervision and annual appraisals to review their practice, identify personal development and revisit their suitability. They are currently looking at implementing peer observations as a formal way of enhancing their already outstanding practice.

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

Unique reference number	136067
Local authority	South Gloucestershire
Inspection number	979330
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	96
Name of provider	Lesley Bates and Roger Bates Partnership
Date of previous inspection	26/05/2011
Telephone number	0117 9492700

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

