

Rydale Childrens Centre

Rydale Childrens Centre, 5 Reigate Drive, DERBY, DE22 4EN

Inspection date

23/07/2014

Previous inspection date

15/01/2009

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 engage in a range of experiences in a well-resourced, stimulating and welcoming learning environment, both indoors and outside. As a result, children's emotional well-being and overall development are well supported.
- Teaching is good most of the time because practice is commonly based on a secure knowledge and understanding of what children can achieve and how their learning can be supported. As a result, children are interested and keen learners, who make good progress in their development.
- Children in the baby room are given a very secure start to their learning because practice is led by committed and knowledgeable staff, who aspire to provide the very best care for all children and families.
- Rigorous and accurate monitoring and assessment systems, as well as effective partnerships with parents and external professionals, ensure consistency for children's welfare and learning.
- Safeguarding procedures are effective. This ensures that children's welfare is protected and they are kept safe from harm.

It is not yet outstanding because

- Children's language is not always fully extended in the toddler and pre-school rooms because staff do not always use language that is rich, to inspire and enthuse children's 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 nursery rooms and the outdoor learning environment.
- The inspector held a meeting with the manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector conducted two joint observations with the manager.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation documentation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Janice Hughes

Full report

Information about the setting

Rydale Childrens Centre was registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a two storey building in Derby. The nursery is open each weekday from 7.30am to 6pm, all year round, except for the week between Christmas and New Year and bank holidays. All children share access to a secure outdoor play area. There are currently 150 children on roll, of whom 121 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children and currently supports those, who speak English as an additional language. There are 18 staff, who work with the children, of whom 15 hold appropriate early years qualifications at level 3. The manager holds a level 5 qualification and there are two unqualified members of staff. 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:

- build on the already effective delivery of language skills by ensuring staff in the toddler and pre-school rooms present children with a rich environment of language that excites them to increase their learning.

Inspection judgements

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

Children are content and show they enjoy their time at this nursery. Staff greet children in a friendly and professional manner, which helps them to settle quickly into their play. Staff have a very good understanding of the seven areas of learning and that children learn best through play. Staff carefully teach, observe and assess children while they play. They use this information to effectively inform future planning and identify children's next steps in their learning. Assessment is robust and provides staff with accurate information about the children's achievements. As a result, staff successfully complete the progress check for children between the ages of two and three years and identify any gaps in children's learning. This also enables staff to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Children, who speak English as an additional language, are wholly included in this process. Staff adapt activities to meet their needs and use children's home language, where appropriate, to aid their communication. Consequently, all children are making good progress towards the early learning goals, given their starting points. Parents are involved in their children's learning from the start. Parents complete 'All About Me' documents, which help staff to recognise children's individual needs and their starting points. This enables staff to plan activities at an appropriate level for each child. Children's learning journal records are shared with parents to ensure they are included in setting targets for their children's future

development and to help them to understand how to support their learning at home.

Children are provided with positive praise and encouragement and they are keen to express their individuality through their play. They enjoy the opportunity to move freely from inside to outside, to engage in their play. Staff know the children very well and as a result, meet their needs most effectively. Children show many characteristics of effective learners in their play. They explore, investigate and are motivated and engaged most of the time. As a result, children are acquiring the necessary skills and attitudes for their future learning, which is usually school. Staff foster children's communication and language skills generally well. Most staff talk with children about what they are doing, providing a running commentary, which helps them make links in their learning. They ask what, where and why questions to encourage children to think and hold purposeful conversations, for example, about going on holiday, building sand castles and collecting shells. However, at times, there is no richness to the conversations to extend learning. For example, while children are preparing their snack of apples in the pre-school, staff do not talk about the apple seeds growing into trees. In addition, staff do not use this experience to talk about halves and quarters, in order to extend children's mathematical skills. In spite of this, mathematics is taught well through play. Children count and recognise shapes in the environment and sort objects by colour and size. In the toddler room, staff miss opportunities to extend children's learning by not talking to them about their painting or helping them to describe what they have done. In contrast, staff in the baby room constantly talk to the babies and encourage them to repeat words, adding new words to their vocabulary. For example, when babies are exploring the flowing materials and wind chimes outside, staff refer to them floating around and shining in the sun. In addition, staff in the baby room show great interest in what the children are doing, commenting and praising their achievements. Babies delight in exploring and utilising the available resources within their environment, which are all easily accessible. Staff encourage babies to build towers using blocks and due to the excellent praise, encouragement and warm relationships between babies and staff, they are keen to keep trying.

Children develop a love of books as staff in the toddler room snuggle on the sofa and read stories to a group of children. Staff encourage children to turn the page and talk through what is happening in the pictures, resulting in young children becoming engrossed in the activity. This encourages them to listen and concentrate effectively. In the pre-school room, these skills are developed further as children sit outside and discuss a popular book about a monster and retell the story to each other, demonstrating good literacy skills. To enhance this area of learning, staff provide a rich environment for children to encourage them to write. Children enjoy writing letters and shopping lists and older children show they can accurately write their name. All children receive good opportunities to use a variety of tools. For example, they paint indoors and outdoors, use different tools in the sand and use rolling pins and cutters in play dough. Children use their small muscle skills to complete jigsaw puzzles, thread beads and connect bricks to make buildings. Staff provide very good opportunities for children to develop their physical skills. Babies have plenty of space to develop their crawling and walking skills and pull themselves up against the sturdy furniture in their own room, which is constantly evolving as they grow and develop. Toddlers and pre-school children enjoy opportunities to climb and balance as they use the tunnels and climbing steps. They ride on sit-and-ride toys, skilfully negotiating the obstacles around the environment well. The outside area is a haven for

children to learn and explore. There are willow huts for children to sit and chat with their friends, a pirate ship and role-play area for children to use their imagination, growing and digging areas and places to hunt for mini-beasts by the bug city. Children enjoy finding worms and tell the inspector confidently that they are going to take the worms on holiday to the bug city and do so carefully. Children are able to express their feelings and ideas through being creative. They explore the musical instruments, sing and dance to popular songs, shaking to the rhythm of the music and having fun while they learn.

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

Children are secure, settled and very happy in this vibrant nursery. They develop close, affectionate relationships with their key person, who helps them to develop their confidence to explore their surroundings and increase their independence and emotional well-being. They go to staff for reassurance and cuddles when they are feeling tired or unwell. Staff carefully plan for their children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. New children are offered flexible settling-in sessions that meet their individual needs. Parents share detailed information about their child's care needs as well as their stage of development on entry, to ensure the transition from home to nursery is as smooth as possible. Parents comment that staff are good at helping children to settle. Moves between rooms are very effective. Children visit their new room frequently and get to know their new key person well, before they move permanently. Parents are also invited to attend transition visits with their child. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs and parents contribute to transition plans. Staff in the baby room follow very clear routines from parents, which include the food and drink requirements to help babies settle easily into nursery life. Staff skilfully support children in forming friendships, encouraging them to be kind to each other. Children respond well to the clear boundaries set for them. For example, older children are well mannered, saying 'please' and 'thank you' without prompting. Their behaviour is good as the staff share consistent expectations and set good examples themselves. Children learn to share and take turns, resulting in harmonious play throughout the nursery. The transition to other settings is effectively planned and children receive good support from key persons to help them with this move, usually to school. These transition procedures are carried out sensitively and involve the parents at all stages. As a result, children's personal, social and emotional well-being are effectively catered for.

The learning environment is enabling and helps children to make good progress in their learning and development, with a wide range of open-ended resources being easily accessible for all children, both indoors and outdoors. The vast outside space is well resourced and provides children with many opportunities for health and exercise. This is accessed on a daily basis and includes large climbing apparatus, musical areas, wheeled toys and a superb vegetable garden, which is used to teach children about where food comes from. Some of the produce is harvested and sent home to parents, encouraging children to share their learning at home. The nursery effectively promotes all children's understanding of diversity and staff plan activities that encompass different celebrations. For example, children are taught about various festivals and cultural celebrations

throughout the year.

Children stay healthy because the nursery follows effective procedures and daily practices, which meet children's physical, nutritional and health needs. The cook prepares nutritious meals using fresh ingredients, which take account of children's individual dietary needs. Excellent use is made of the dietary information collected from parents before a child starts at the nursery. Food allergies are clearly understood by all involved in cooking, food preparation and serving of food. Children enjoy healthy snacks, meals and drinks during the day. Meals are served to children in a social setting and staff sit at the table with them and talk about a range of subjects, developing their social and interpersonal skills. Children develop a good understanding of keeping themselves safe. Health and safety are integral practices within the nursery and come into all aspects of the daily routine. Children clearly understand why they have to wash their hands after playing in the garden and before mealtimes. Staff are extremely vigilant about children's safety. They ensure this by the effective implementation of daily risk assessments and by reviewing the procedures and improving routines within the nursery. The nursery has an effective fire evacuation procedure and children regularly participate in emergency drills.

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

The manager demonstrates a very good understanding of her role and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage and in ensuring the setting is effectively organised. A regular review of the comprehensive policies and procedures ensures that they are relevant to practice and new policies, such as mobile telephone and camera use, are shared with all staff. This helps to keep them fully informed at all times and protects children's welfare. Safeguarding procedures ensure that children are safe and kept from harm. The manager demonstrates a good understanding of safe recruitment procedures. Staff understand the safeguarding procedures and know how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. Risk assessments are thorough and reviewed regularly. Consequently, children are cared for in a safe environment. Children are well supervised and the adult to child ratios are correct throughout the nursery at all times and in all rooms.

There is a commitment to reflective self-evaluation, which clearly identifies strengths and areas for improvement. For example, the nursery aims to improve the quality of teaching from all staff through sharing good practice within the team and targeted professional development training. Rigorous systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress, which means that gaps in learning are quickly identified and strategies are implemented to narrow the gap. Planning plays an important part of this process and staff plan for children's individual needs effectively. Key persons are fully aware of children's next steps and their needs and an effective key-person system means that children's care and learning is catered for well. The manager is passionate about improving opportunities for children's learning. The manager and deputy observe staff practice and make generally accurate assessments on the quality of teaching. Where teaching is identified as less than good, the manager

provides opportunities for staff to share good practice through team teaching. The manager also encourages staff to improve their quality of teaching through attendance on regular training courses, with further training identified to enhance supporting learning through children's interests. The impact of this training on children's learning is already evident as they are making good progress towards the early learning goals. The manager provides good support through one-to-one supervisions and annual appraisals, which all benefit children because they are cared for by knowledgeable staff.

Partnerships are very good. Staff work alongside other professionals to ensure that children are kept safe and get the most from their learning opportunities. Staff gain confidence from working together and with other professionals, to benefit the children. Staff develop strong partnerships with parents, which helps to ensure they have a firm understanding of the children's and families' needs. The nursery is committed to working in partnership with parents and seeks their views in a variety of ways to further enhance practice. There is a detailed complaints procedure, which is discussed with parents. On children's entry to the nursery, parents are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents also receive good quality information through regular newsletters and menus and can review detailed notice boards to gain further information about the nursery. Parents of babies and young children receive detailed daily diaries, which explain what their children have eaten, how long they have slept, their nappy changes and what they have been doing. This helps parents to understand how their children's day at nursery has been. The parents spoken to during the inspection commented that the diaries were very good and provided them with relevant information. Comments from testimonials from parents indicate that they are happy with the caring, friendly staff and the service provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY370254
Local authority	Derby, City of
Inspection number	982464
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	150
Name of provider	Michelle Louisa Burton
Date of previous inspection	15/01/2009
Telephone number	01332 521 888

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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.

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.

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Store St
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M1 2WD

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