

Rotherly Day Nursery

Rotherly House, Links Road, Winchester, Hampshire, SO22 5HP

Inspection date

Previous inspection date

14/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The children attend a nursery that is well organised and the interaction of the staff is kind and caring while promoting children's learning effectively.
- Staff use children's interests and preferences to plan meaningful activities and experiences, which enthuse and motivate the children to learn.
- Staff have good partnerships with parents; the effective two-way-flow of information contributes towards children's learning and development from the outset.
- Children have a wealth of resources that are displayed for them to select for themselves promoting their independence skills as they make choices in their learning.

It is not yet outstanding because

- At times, some younger children have too many adults involved in their care routines before they have made a firm bond with a particular member of staff.
- Staff do not utilise visual timetables and picture cards within the nursery to fully support children in their early communication 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 spent time observing practice in the rooms for children aged two and under.
- The inspector spoke with the manager, the head of the school's early years, the headmaster of the school, the staff team, and the children and parents at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the nurseries' policies and procedures.
- The inspector undertook a joint observation of an activity with the manager of the nursery.

Inspector

Amanda Shedden

Full report

Information about the setting

Rotherly Day Nursery registered in 1991. It is situated in a purpose-built building on the Westgate School site, which is located in the Fulflood area of Winchester. The nursery is affiliated to Westgate School who have responsibility for all aspects of the Day Nursery. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It closes for three days each year for staff training. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery takes children from 3 months to five years of age; however, this inspection took place for those children who are two-year-old and under. The nursery receives funding for the provision of free early education for three- and four-year-old children. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery employs 19 members of staff. Of these, 18 hold appropriate early years qualifications. One staff member holds Qualified Teacher Status and another holds an early years qualification at level 6.

What the setting needs to do to improve further

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

- review the key-person system for the younger children so that firm relationships can be cemented before other adults get involved in their care routines

- promote further all children's communication skills by, for example, using visual timetables and picture cards throughout the nursery.

Inspection judgements

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

Staff hold regular discussions with parents so they are fully involved with their children's learning from the moment they register with the nursery. Key persons spend time with the parents gathering information about the children's care needs, learning and development. This information, along with staff's secure understanding of child development and careful use of the Early Years Foundation Stage framework, means they can effectively plan each child's specific learning path from the outset. This helps young children to develop key skills for their future learning. The quality of staff practice is consistent and as a result, all children are making good progress in relation to their starting points on entry. Staff offer children an enabling time during their time at the nursery. Generally, this means children develop good self-confidence and can really enjoy an active, fun time.

Staff planning of activities reflects the children's interests and areas that will help their all-round development. Children's communication skills are consistently promoted as staff talk and sing to the children as they play with their chosen resources. Younger children crawl around the sensory room choosing what they wish to play with. The resources to promote their exploration skills using their senses, such as treasure baskets containing different materials and textures, help children begin to make associations in their learning. Children scrutinize their treasure closely transferring resources from hand-to-hand or banging them together and examining them with their mouths. They watch the bubble machine and are learning to press the large coloured buttons to change the colours, which introduces children to technology. Children's large muscles are developing as they clamber onto the trampoline holding on tight as they learn how to jump. They climb up the steps of the slide as the staff member introduces them to early counting. They clamber onto the see-saw actively learning about balancing and how to rock back and forth.

Children are reassured and feel secure by the routine of the nursery, knowing for example, that after tidy-up time they sit and have a song time. Toddlers are fully engaged and some copy the actions to the rhymes. Staff support children to take turns as children choose songs to sing from a range of pictures, and then take turns buying pretend buns as they sing. Staff provide children with lots of positive praise for their achievements, which boosts children's self-esteem.

Staff effectively track the children's individual progress on a newly introduced electronic system, which parents have instant access to. This enables parents to discuss their children's progress and they can make contributions to their children's records. Staff make regular assessments on the children and this includes the required progress check for two-year-old children. Staff support children with additional needs well. Staff work successfully with outside agencies to provide consistency in teaching and learning to meet children's individual needs. The staff team gather familiar words in children's home languages to help children feel secure. However, staff do not make use of pictures and visual timetables to further support children learning English as an additional language, or those children who have limited language and communication skills. Nevertheless, all young children participate in small language groups to help them develop their communication skills. Such strategies help children with additional needs make good progress from their starting points on entry.

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

Staff spend time getting to know the families and children, for whom they take particular responsibility, well. They gather useful information about their individual needs. Staff are deployed to ensure children are supervised appropriately and the required ratios are maintained at all times. Generally, this helps the children to feel safe and secure, so they develop positive relationships with the staff team. However, at times, young children's care needs are shared between too many staff before they have had the opportunity to make a firm bond with their key person.

Staff ensure the play and learning environment is well equipped to encourage children's

independence and decision-making skills. The younger children are divided into two age-based rooms with an adjacent garden. In addition, children have access to the sensory and dining rooms, which offer them different play and learning experiences. As a result, most children show sound levels of self-esteem and confidently move around the rooms choosing their own learning. Staff prepare children well emotionally for the next stage in their development. For example, they take children, who are moving onto the next room, to visit several times before they start. This helps children become familiar with both the new environment and the staff to help them feel confident about starting this new phase.

Staff teach children about safety while they play with the resources. They quickly learn that only one child at a time is allowed on the trampoline and to climb up the steps of the slide. Children's good behaviour is positively promoted by the staff who consistently model how to behave, such as stroking instead of hitting, giving, 'Lovely cuddles', instead of holding onto each other too tightly. Staff are aware that sharing does not come naturally to young children. Consequently, they ensure that there are plenty of resources for children to access that are similar or the same, such as during craft work.

Children are beginning to learn about the importance of healthy lifestyles at the nursery. For example, shoes are not worn in the nursery, which results in the floors throughout the nursery being very clean. Footwear covers are available for parents and visitors to wear. Young babies sleep outside in prams and all children access the garden daily. This results in children of all ages having lots of fresh air. Meal and snack times are a social occasion each day, where children enjoy sitting together eating their healthy nutritious meals. Staff talk to the children about the foods they are eating so they learn the names of the various items on their plates. This results in the toddlers learning to make healthy choices choosing, for example, which fruit they would like at snack time.

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

The provider's procedures for safeguarding are comprehensive and effective. All staff are aware of safeguarding procedures know how to implement these to promote the welfare of the children effectively. All staff have undertaken safeguarding training and are fully aware of the agencies to contact if they had a concern. Staff discuss different aspects of safeguarding at every staff team meeting. This helps staff keep up to date and promotes awareness of their child protection responsibilities. Children enjoy a safe and secure environment because staff carry out daily checks carefully, and full risk assessments are completed. The management implements the mobile phone policy effectively, prohibiting staff and visitors from using a mobile phone at any time in the vicinity of the children.

The nursery follow local authority recruitment procedures, which result in robust vetting to ensure that all adults working with children are suitable. All visitors are required to show their identification, and sign in and out of the visitors' book. The procedures for the arrival and departure of children are effective in ensuring staff maintain the safety of children at all times. All staff hold a first-aid certificate so that if a child or adult were to have an accident they would be dealt with quickly and correctly. Staff record all accidents and

incidents, and the manager reviews the record to identify and minimise any repeated risks to children.

A significant strength of the provision is the staff teamwork including the senior managers in the school. Staff have a clear understanding of their roles and responsibilities. Staff are well supported in their professional development, which helps extend their knowledge and skills. Staff have regular appraisals where they discuss their practice and what they would like to do to develop their knowledge and skills further. They undertake regular training, and senior staff monitor staff and work with them to ensure that each staff member is effectively contributing to the outcomes for children.

Effective systems are in place to monitor the educational progress of each child. The key persons are responsible for tracking the children's progress and senior staff have an overview which enables them to identify any gaps in children's learning. They have discussions with staff about each child and plan additional strategies to help with children's continuing progress.

The enthusiastic staff contribute their ideas of how to improve the outcomes for children. Management create useful action plans for the improvement of the nursery involving staff and parents in the evaluation process. Since moving into the new building, they have developed a, 'Wow' board for parents to celebrate their child's achievements, which staff use to inform their planning. They have responded to parents requests by extending their opening times.

The parents spoken to during the inspection were very pleased with the relationships they have with the staff and the progress their children are making. Parents have access to their children's records and are able to discuss their children's progress and make written contributions to their children's records. Parents are able to extend their children's learning at home. Staff share information routinely about what they are working towards with the children and provide examples, ideas and activities to support the children's learning at home.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	110046
Local authority	Hampshire
Inspection number	985965
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	118
Name of provider	Westgate School Governing Body
Date of previous inspection	not applicable
Telephone number	01962 877017

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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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Piccadilly Gate
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M1 2WD

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