

Rockwell House Day Nursery & Nursery School

Wallingford Street, WANTAGE, Oxfordshire, OX12 8AZ

Inspection date	23/10/2014
Previous inspection date	01/09/2011

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

- Enthusiastic staff play and interact purposefully with children and, as a result, children make good progress relative to their starting points.
- Children build strong, positive relationships with the staff and one another. As a consequence, children feel safe and secure to play and learn in the nursery.
- A highly effective key person system ensures that children's unique needs are planned for and met, and that parents feel well informed of their children's learning and development.
- A strong leadership and management team implements clear and effective induction and appraisal systems. This ensures all staff have a good understanding of how to keep children safe and support them to make progress in their learning.

It is not yet outstanding because

- There are insufficient mark-making resource trolleys in the large indoor and outdoor areas to enable pre-school children to use these resources independently.

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 talked with children, parents and all available staff and management, and took account of their views.
- The inspector tracked children in their play, both indoors and outdoors, to provide evidence of children's progress.
- The inspector held a meeting with the manager to discuss her self-evaluation process, and conducted a joint observation of a nursery activity with her.
- The inspector reviewed documentation, including evidence of staff suitability and induction, a representative sample of policies and procedures, planning documentation and children's learning and development records.

Inspector

Sue Bayliss

Full report

Information about the setting

Rockwell House Day Nursery and Nursery School was registered in 2011 and is part of a group of nurseries, owned and operated by Bramleys Nurseries. The nursery opens all year, on weekdays from 7.30am to 6.30pm and children attend for a variety of sessions. The nursery serves the local area and is accessible to all children. All children have access to an outdoor play area. The nursery supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 102 children under eight years may attend at any one time. There are currently 110 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 26 staff, the majority of whom hold appropriate early years qualifications. This includes one staff member who is a qualified primary school teacher.

What the setting needs to do to improve further

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

- provide additional mark making areas indoors and outdoors, so that all pre-school children are motivated and able to independently practise and extend their pre-writing skills in all activities.

Inspection judgements

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

Enthusiastic and caring staff build strong relationships with children. They understand and support children's individual needs and ensure that all children make progress in their learning. Staff give children time to play with activities so that they can develop their own ideas and thoughts. As a result children are motivated and engaged in their chosen activities. Children are well prepared for their next stage of learning and their eventual move to school. Staff have a good understanding of all aspects of child development and make accurate observations of children's progress and individual needs. Staff identify children's next steps and plan motivating activities in all areas and for all ages. Children with an identified special educational need or disability are very well supported. The staff welcome and act on advice from the local authority specialist advisers as they plan to meet each child's individual needs.

Parents are welcomed into the nursery. They report that they are fully informed about their children's learning. This is because they have day-to-day contact with their children's key person, and receive informative newsletters and regular written progress reports about their children's development. Parents feel comfortable to share information about

their children's learning and development at home. Staff's strong partnerships with parents ensure they are clear about children's developmental starting points to inform their planning of activities for individual children. Staff monitor children's progress carefully and quickly identify children who need more support and, as a consequence, all children's progress is good.

Skilful staff support children well to be confident communicators as they carefully plan activities to develop children's communication and language skills. For example, children in each room take home a 'travelling teddy' and talk to others about his adventures at home. Staff caring for babies respond sensitively to babies' gestures as they talk animatedly about the plants and trees outdoors. Staff are good role models for children as they enthusiastically join in children's play. Babies are active in their learning as staff encourage them to point and repeat actions. Staff caring for young children use simple words and phrases to teach young children the words they need to explore their thoughts and ideas.

Children develop their understanding of the world as they use magnifying glasses freely in their play. Staff guide them to observe differences in the leaves they are collecting and to use vocabulary such as 'bigger' or 'smaller' as they explore how the magnifying glass makes objects bigger. Staff support children to have an interest in the natural world and make connections between plants and animals. The children give the nursery guinea pigs hay and they understand that this keeps them warm. They feed them cut up vegetables and make sure they have water to drink. Knowledgeable staff talk to the children about the differences between their needs and the guinea pigs' needs, so that children learn how to respect living things and understand how to care for them.

In the pre-school room staff achieve a good balance between adult-directed activities and those that children choose for themselves. For a short period of the day older children sit in small groups to play a listening game. They learn to distinguish the sounds that they hear around them. For example, the children listened attentively to a recording of a toilet flushing, a phone ringing and water being poured. The children were highly engaged and enjoyed the activity. This is because staff use good teaching strategies to ensure that all children are involved and their contributions are valued. Older children sing action songs as they learn about the sounds that letters make in words. Staff introduce new vocabulary and concepts to pre-school children as they play at being doctors in the role play area. For example, staff talk to children about the way their heart works and invite children to share their own experiences and views. However, the pre-school environment is not always planned effectively enough to encourage children to explore all aspects of learning in their self-chosen play. For example, although there is a well-stocked mark making trolley indoors and another outdoors, these areas are too large for the resources to be in easy reach of the children. This means that children do not always take the initiative to access the resources and staff do not always draw older children's attention to them, to invite children to write for a purpose.

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

Committed and passionate staff demonstrate a genuine interest in all children. They understand that every child is unique. The nursery's strong settling-in processes ensure that staff work in partnership with parents to ensure children develop a sense of belonging quickly and their needs are met. Parents are encouraged to stay to settle their children, which gives ample time to share information between the child's key person and their parents. Staff carefully plan when and how children will move rooms to make this a smooth process. They take account of children's development and their individual needs, to ensure that children feel safe and supported in their new environment.

Staff manage changes in nursery routine effectively throughout the day. This means that children are not kept waiting to have their care needs met. For example, staff encourage children sensitively to use the toilet when necessary, and pictures and posters remind older children of the toilet routine and to wash their hands to prevent the spread of germs. Babies have their nappies changed at appropriate times and staff use hygienic practices, such as wearing gloves and disinfecting mats thoroughly between nappy changes. Younger children, who are waiting for their parents to collect them, feel safe as they snuggle into cushions and listen to staff reading stories. Meal times are organised well and children sit down quickly to eat their home cooked, nutritious meals. All children are supported well to develop their independence skills at meal times. Adults have high expectations of children. They carefully support the children to serve themselves successfully from small bowls and to pour drinks from jugs. Staff use effective systems to prevent children with allergies being exposed to risk. For example, children eat from a range of coloured plates, including some red ones, which indicate the nature of an allergy.

Children are learning to care for one another and keep each other safe. For example, children in the pre-school room carry clipboards and work with staff to contribute to risk assessments of the outside area. Skilful staff guide children to make judgements. For example children identify when the climbing equipment is wet and therefore not safe to play on. In the pre-school room children work together to develop the rules of the nursery and they remind each other of these as they play. Children are developing strong relationships with staff and other children throughout the nursery. Children play with resources that reflect diverse cultures and they learn to respect the differences between themselves and their friends. Children learn about their environment and the animals that live there. For example, they go on outings to feed the ducks, nurture plants that they have grown from seed and care sensitively for the nursery guinea pigs.

Children are developing the skills they need to support a healthy lifestyle. They make choices within the nursery routines, and decide when to wear their coats and hats to play outside. Children learn about healthy lifestyle choices as they talk about the food they eat and how to keep their teeth bright and clean. All children are making good progress in their physical development. This is because they have plentiful opportunities to engage in play, both indoors and outdoors, which support them to develop their muscles and coordination. For example, younger children explore with their senses as they use a variety of spoons to scoop and play with cornflour. In the outdoor environment children ride trikes, run and practise their skills with balls. They are developing the muscle control they need to handle toys and to use chalks and crayons imaginatively to express their ideas and feelings.

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

Management and staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are very aware of their legal responsibilities to safeguard children and promote their learning and development. Policies and procedures are regularly updated to take account of developments in nursery practice, changes to the nursery environment or changes in legal requirements. All room leaders undertake paediatric first aid training along with a selection of other staff that work with the children. The manager ensures that staff are deployed well so that all children play within close proximity of a staff member who has current paediatric first aid training. All staff have safeguarding training, which ensures they understand their roles and responsibilities in keeping children safe. All staff, including those completing their probationary period, are clear about what steps to take if they have concerns about the well-being of the children.

Strong recruitment processes ensure that all staff are suitable to work with children. The nursery is expanding in numbers and the manager ensures that new staff have a thorough induction before working with the children. New staff report positively on their induction process. This is because they are given time with their room leader to ensure that the observations they make of children's learning are accurate and fully effective. New staff comment that they feel valued in the nursery. This is because senior staff take time to point out the positive aspects of staff's developing practice, as well as clearly explaining the steps that will support them to improve. New staff have time to read policies and procedures and to ask questions. Less experienced staff members shadow more experienced staff so that they can observe best practice. This ensures that care routines are carried out consistently well across the nursery and children are kept safe. Strong supervision and appraisal systems are in place to support staff to develop their knowledge and skills. This ensures that, in turn, all staff have the skills to support children's learning and development effectively. The manager makes sure that staff remain suitable to work with children and she identifies, and acts on, any training needs staff may have. Senior staff, within the parent company, support the manager effectively in her role. The parent company actively encourages staff to work towards further qualifications, and staff are able to clearly explain the impact this has on their work with the children. The nursery invests in its staff to ensure they are fully able to support every child to make progress.

Recommendations made at the nursery's last inspection have been acted upon. Monthly fire drills are held and staff and children are aware of how to exit the building quickly. Notices are displayed and staff talk to visitors to ensure they know how to keep safe. New resources have been purchased and practice has developed. Staff plan activities to help children become more aware of, and to celebrate, differences between themselves in terms of religion, culture and disabilities.

Staff work meticulously to ensure that their precise assessments enable children's next learning steps to be identified and planned for. The room leaders review children's progress tracker sheets with the manager at very regular intervals. This thorough system

helps the manager to have an overview of all children's learning and development so that she can identify any gaps in learning.

The manager's systems for self-evaluation are effective. She uses the views of children, parents, staff and visiting professionals effectively to identify the strengths and weaknesses of the provision. For example, the manager has identified the steps to take to support children and babies' access to outdoor learning in all weathers. Senior staff monitor everyday practice and contribute accurately to the self-evaluation process. Overall, the management and staff team demonstrate a good capacity for continuous improvement in the service they provide.

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	EY425727
Local authority	Oxfordshire
Inspection number	823196
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	110
Name of provider	Bramleys Nurseries Partnership
Date of previous inspection	01/09/2011
Telephone number	01235833255

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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
Store St
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