

Roose Nursery

Roose School, North Row, BARROW-IN-FURNESS, Cumbria, LA13 0HF

Inspection date	04/12/2014
Previous inspection date	09/01/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- The quality of teaching is outstanding. This is because all the staff have an exceptional awareness of how children learn and develop. Staff have extremely high expectations of the children and encourage them to think for themselves and develop their independence, imagination and critical thinking skills. Consequently, children are making excellent progress in their learning and development.
- Children are exceptionally well safeguarded because the committee members, managers and staff have a very thorough knowledge of their responsibilities. This is evident through the robust practices that successfully promote children's safety and well-being.
- The partnership with parents is exceptional. The staff engage parents in a wide variety of ways, valuing and respecting all their contributions, views and opinions. This has a highly positive impact on outcomes for children.
- The leaders and managers are passionate and totally committed to ensuring that the nursery provides a high quality learning environment for all children. The manager is truly inspirational and this is reflected in a highly motivated and skilled staff team who place children at the centre of all they do.
- Children's emotional well-being takes high priority in the nursery. Children are extremely well supported by skilled and sensitive staff. Consequently, children are well prepared for life and any future learning opportunities

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 toured the premises and the outdoor areas where children play and learn.
- The inspector observed and talked to children and staff as they took part in activities inside and in the outdoor play area.
- The inspector checked evidence of the qualifications and the suitability of all staff and committee members associated with the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents and carers and members of the committee, taking their views into account.
- The inspector looked at the assessments of children's progress, observations and planning documentation, relevant policies and procedures and the nursery self-evaluation form.

Inspector

Janice Caryl

Full report

Information about the setting

Roose Nursery opened in 2011. It is managed by a voluntary committee and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Roose Community Primary School in Barrow-in-Furness, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7am until 6pm, all year round, except for bank holidays and for two weeks at Christmas. Children attend for a variety of sessions. Children are cared for in one classroom, a small adjoining room and associated facilities and they have access to enclosed outdoor play areas. There are currently 45 children attending, 30 of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently four staff working directly with the children. The deputy manager holds a relevant qualification at level 5 and is working towards level 6. Three of the staff have appropriate qualifications at level 3. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

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 already excellent social and independence skills by giving them even more opportunities to take responsibilities for specific tasks, for example, by having daily helpers and enabling older children to mentor the younger children.

Inspection judgements

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

The quality of teaching is outstanding. The staff have an excellent understanding of how children learn. They have high expectations of all children and know how to support and challenge them to achieve the best they can. Staff plan and organise the environment exceptionally well to meet the needs of each individual child. The nursery is highly successful at engaging all parents from the start. Parents provide an abundance of information, which helps the key person in getting to know the child. The communication channels between the home and nursery are highly effective. This ensures that parents feel fully involved and informed about their children's progress in their learning and development. Parents can view assessments online or in children's learning files, which are available and accessible at all times. Parents are invited to contribute observations from home and make comments. Furthermore, staff invite parents into the nursery on a regular basis to play alongside their children and witness what their children are learning. Staff engage parents further and promote continuity in learning by lending resources, such as books and story bags. Observations conducted on children are completed in a variety of

ways to obtain a comprehensive picture of the skills and attributes that each child has. These are effectively evaluated and inform the planning for children's next steps. The ongoing assessments show clearly the progress that children are making in their learning and development. Furthermore, any identified gaps in children's learning and development are addressed through early intervention. The manager and staff successfully liaise with and involve other agencies, when appropriate. This ensures that all children, including those with special educational needs and/or disabilities are effectively supported. As a result, all children make excellent progress, relative to their individual needs and abilities.

Staff place a strong focus on initially supporting children in the three prime areas of personal, social and emotional development, communication and language and physical development. As a result, children the skills and attitudes they need so that they become exceptionally well prepared for their next steps in learning in preparation for school. The environment inside and outside is planned to promote active, autonomous learning, igniting children's curiosity and imagination. All areas are superbly resourced to enable children to explore, experiment, discover and practise new skills and consolidate exiting ones. For example, the technology area has cameras, battery and wind-up torches, programmable toys and different types of computers. Consequently, children learn how to operate different forms of technology and understand there is a purpose for its use. Children take great delight in making up a funny song about Father Christmas. Staff record children singing it so that children can play it back to others. Children show their competence at using the mobile computer as they replay the recording, pointing out themselves and their friends. The outdoor area includes a wealth of natural, open-ended resources for children to investigate. Children engage in independent play, such as pouring water down the pipes and using the pulley system to lift the water and other objects. This supports children's development of early mathematical skills as they gain a wider understanding of the world. Staff teach children about growth and decay by engaging children in gardening activities linked to the different seasons. Staff provide lots of opportunities for children to be expressive through art, music, dance and sensory exploration. Staff demonstrate their understanding of how younger children need to experiment and extend their creative and imaginative skills on a larger scale, using the outdoor space environment.

Staff are highly skilled in supporting children to develop their skills in communication and language. The key persons know their children exceptionally well. The staff's excellent approach to guiding children's play, while extending their vocabulary, means that high level learning opportunities take place. Staff skilfully ask younger children open-ended questions, such as 'What does it sound like?' as they run the cars and trucks over the corrugated paper. Staff observe children carefully and give them time to concentrate, persevere and do things for themselves. Staff intervene only when they see children become frustrated as they ask, sensitively, 'Would you like some help?' Consequently, children learn to value and trust the contributions from other people, while developing and maintaining high levels of self-esteem. Staff encourage children to be independent and children enjoy completing tasks, such as helping to collect the milk. Children gain high levels of confidence and self-esteem when given responsibilities for specific tasks. However, there is scope to enhance this further to ensure that all children are consistently given a responsibility, enriching their experiences. Staff expertly provide opportunities and competently teach children the skills of early reading and writing. All the areas of play,

inside and outside include books, magazines, leaflets, posters and writing materials. As a result, children learn that books and reading materials are valuable and purposeful. In addition, children are able to write, draw, and represent their feelings and thoughts without any restraint. They also learn that writing is a useful form of expression and happens everywhere. Staff plan focused activities to teach children about their letters and sounds. Children of all ages take great pleasure in acquiring the skills of recognising the shape of the letters, learning how to pronounce them and linking them to objects, such as apples and pears. As a result, children's early literacy skills are effectively promoted. In addition, staff liaise very closely with the Reception teachers at the host school to ensure they are using consistent teaching methods in phonics and letter formation. Older children take great pleasure in joining in with phonics sessions within the Reception class, which further supports them in their learning and preparation for moving onto school.

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

Children are very happy and thrive in this warm and welcoming nursery. Children form extremely strong relationships with the dedicated and committed staff, who are kind, attentive and nurturing. The strong, secure and positive relationship building starts before children commence at the nursery. Key persons visit the children in their home to begin the process of bonding. In addition, parents and children are invited to visit and attend a wide variety of events at the nursery. Children and their families spend time becoming familiar with their key persons, other adults, the routines and the environment. Consequently, children quickly settle and become ready and able to take full advantage of all the learning opportunities. Furthermore, parents become more confident and are able to support their children in the settling-in process. Staff not only get to know the children well, but they understand and value the importance of getting to know each member of the family. This enables key persons to support children fully and understand their needs to a greater extent. Children show an extremely strong sense of belonging. The key persons are deployed exceptionally well and are able to give a very detailed overview of each child's progress and unique characteristics. Care practices are exceptionally well managed. Staff effectively support children in managing their personal needs and ensure that children's dignity is maintained at all times. Consequently, children develop secure emotional attachments from which they become confident, independent learners. Staff are excellent role models and teach children to be polite, have respect for each other and take care of the environment. As a result, the behaviour of children is excellent and children show high levels of self-control at all times. Older children are also involved in setting their own rules and boundaries. This helps them to understand and comply more readily, helping them to learn the difference between right and wrong.

The staff are highly effective in teaching children about the positive aspects of maintaining healthy lifestyles. Children are encouraged to bring a piece of fruit each day so that there is a large variety to choose from during snack time. Staff use this routine as an opportunity to socialise and discuss the benefits of choosing and eating fruit, vegetables and other fresh produce. Children have opportunities to grow and sample fresh foods grown in the nursery outdoor area, such as, apples, pears, strawberries and tomatoes. This gives children an excellent understanding of where their food comes from. Staff use

every opportunity to teach children further about food and making healthy options. For example, they use real food items in the role play areas and talk to children about items on the posters displayed in the nursery. This helps to consolidate children's learning in preparation for their future. Staff successfully teach children about the benefits of keeping healthy and physically active. There are a wealth of opportunities available for children to keep active, both inside and outdoors. Children love running across the large playing field, chasing each other and running races. They enjoy swinging and balancing on the bars, climbing in and out of the tyres and riding the bicycles and cars. Children love rolling the tyres down the hill and using their muscle power to push them back up again. Children also have opportunities to take part in physical education sessions within the school, where children join in with music and movement sessions, circle games and yoga. Consequently, children have fun and develop positive attitudes to keeping physically active. Children learn further about the importance of exercise because staff effectively teach them about how their bodies work and react, such as why they get hot, out of breath and why their hearts beat faster. Children demonstrate self-assurance as they explore the highly stimulating environment. They learn to negotiate the different areas, levels and surfaces outdoors, learning to recognise potential hazards and manage risk safely. Staff are always close by to offer support and guidance, but do not intervene unless absolutely necessary. As a result, children grow and develop in a safe and nurturing environment that promotes autonomy and active learning.

Staff have excellent procedures in place for supporting children in their moves onto school. Children are helped to be emotionally prepared through a wide variety of ways. Staff skilfully provide activities, read books and talk about new routines in preparation for the move. The close links with the host school means that for some children the transfer is seamless. This is because children take part in a wide variety of activities within the school, such as phonics sessions, assemblies and physical education sessions. In addition, children from the host school regular visit the nursery to read stories. This results in excellent relationship building between younger and older children and helps to prepare children emotionally for moving on into the school. Children moving to other schools are equally well supported. This is because the manager invites teaching staff to visit the nursery and meet the children. Staff take children to visit their new schools and put on display a selection of school uniforms. This helps children become familiar with all aspects of their move, helping them to be ready to learn and benefit from their forthcoming learning experiences.

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

The leadership and management are inspirational. The manager is passionate and dedicated to improving outcomes for children in a high quality learning environment. The manager and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All the committee members and staff are fully trained in safeguarding procedures and high priority is given to safeguarding children. Staff explain clearly the actions to take, should they have any concerns about children's welfare. As a result, children are helped to be kept safe from harm and abuse.

All staff have a first-aid certificate, which further protects children in the event of an accident or emergency. Recruitment and selection of any new staff and students is extremely robust. Safeguarding and child protection feature heavily in the recruitment procedure, such as during interviews. All new recruits have their identity and qualifications checked and are thoroughly vetted through the Disclosure and Barring Service system. This ensures that all staff working with the children are safe and suitable to do so. The manager ensures that new staff and students undergo a thorough induction procedure to ensure they are aware of all the policies and procedures to keep children safe. This effective induction procedure forms the basis of their excellent understanding of their roles and responsibilities within the nursery. The committee and the manager ensure that all areas are safe by carrying out robust risk assessments annually. The staff carry out daily checks and take appropriate action to ensure all hazards are minimised.

The manager is truly inspirational and serves as an excellent role model to the staff. All the staff work exceptionally well together as a team to ensure that the educational programme is consistently delivered to a high standard for all children. The manager is highly effective at monitoring the progress that children make in their learning and development. She has daily chats with staff and is always available to monitor children's daily experiences. The progress of individual and groups of children is meticulously monitored and analysed to identify how children are developing. She involves the whole staff team and together they identify actions to take to improve the planning for children and improve any areas of learning. The manager has excellent systems in place to monitor all aspects of practice in the nursery. This includes monitoring the quality of teaching and learning to ensure that staff practice is of the highest quality. For example, recordings of staff as they interact with the children are used to identify aspects of outstanding practice and areas for development. Staff embrace any constructive feedback, so that they can continue to improve their practice further. The management committee and the manager are fully committed in supporting staff to advance their skills through professional development opportunities. Staff have access to a significant number of training courses provided through the host school and the children's centre. Each member of staff has a file, where they monitor their own training plan and discuss further training needs at supervision meetings. These meetings and annual appraisal meetings provide excellent opportunities for the manager to monitor and evaluate staff practice. As a result of the excellent support from the manager, children continue to receive an excellent standard of care and education at all times.

The committee, manager and the staff team constantly analyse their work to identify strengths and areas to develop. The recommendations from the last inspection were immediately addressed, showing the commitment from the whole staff team to ensure high quality. Extremely well focused improvement plans are used to drive improvement. The impact on children's learning is evident in their progress, which is excellent in relation to their starting points and individual needs. The manager and the team have worked extensively to raise funds for a new building. She talks passionately about how it will make a difference to children and their families as more high quality places will be available. Children and families are integral to everything that the manager and the staff do. The partnership between staff and parents is exemplary as they are consistently included and involved in everything, including decision making. Parents feel their children are safe and making constant progress in their learning. This enables them to leave their children in the

nursery with confidence. Parents spoken to on the day all appreciate the dedication of the nursery team. Parents feel fully involved in their children's learning and development, and talk about how thrilled they are with the nursery and the individual provision made for their children. The manager and the staff build excellent partnerships with other professionals and agencies, including those providing support for children with special educational needs and/or disabilities. They also provide positive feedback to the manager, actively contributing to the self-evaluation process. The staff team have excellent relationships and work in conjunction with the children's centre to share information, seek advice and access training. In addition, the staff team share their exceptional practice with other childcare providers so that outcomes for children and their families improve throughout the whole community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY428891
Local authority	Cumbria
Inspection number	852929
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	45
Name of provider	Roose Nursery Committee
Date of previous inspection	09/01/2012
Telephone number	01229 894608

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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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