

Redland Nursery

Brook Street, Chippenham, Wiltshire, SN14 0JE



Inspection date

19 March 2015

Previous inspection date

10 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system does not work well to ensure that all essential information about all children is collected. This affects how well staff help children to feel valued and has a negative impact on the progress some children make in their communication and language development.
- Staff do not ensure that progress checks for all children aged between two and three years are completed, as required.
- Planned activities do not always build on what children already know and can do. This means that some activities are too difficult for younger children and children in the Rainbows group are not always sufficiently challenged to reach their next learning goals.
- The outdoor environment does not provide the children with an engaging and educational environment. As a result, children become bored and disinterested.
- Staff miss opportunities to develop children's mathematical skills.

It has the following strengths

- Staff are caring and spend time with unsettled children to help them to settle.
- Safeguarding measures are robust and staff manage children's behaviour well.
- Staff successfully encourage children to make healthy eating choices, as part of their promotion of healthy lifestyles.
- Some good partnership working with other professionals involved in children's care takes place.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the key-person system to ensure there is better two-way communication from the outset, so that essential information about all children is collected, including details about their home language
- ensure that the required progress checks are completed for all children aged between two and three years to identify where they are in their learning and provide a written summary of findings to parents
- ensure that planned activities take full account of where children are in their learning to make sure that they are appropriate to the level of understanding of children in the Ladybird group and are challenging and engaging enough for children in the Rainbows group.

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

- improve children's experiences outdoors so that they continue to progress in all areas of learning both indoors and outdoors.
- seize opportunities to help children to develop their mathematical skills, for example by making the most of opportunities that arise during routine activities, such as meal times.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and registered person. She spoke to the manager about the suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the manager and discussed how the staff team evaluate the quality of practice.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke with some parents and took account of their views.

Inspector

India Fear

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children do not all make good progress in their learning and development. This is because staff do not gather sufficient information from parents about children's home languages and starting points, and do not use ongoing observation and assessment well to help them plan effectively for children's future learning. This means that gaps in some children's learning are not accurately identified. Staff provide some enjoyable activities for children and use resources indoors with some success to promote children's learning. Children enjoy playing in the role play area and chat to one another about their breakfast. Staff extend the learning of the children at this activity by discussing healthy food choices. Staff do not always use their skills well to promote children's learning. Staff know sign language but fail to use this routinely to help children who find verbal communication more difficult. They also forget to introduce mathematical ideas and language routinely. Parents receive a monthly newsletter, keeping them informed of changes and news within the provision. However, they are not well informed about their children's progress.

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

Most children have good relationships with the staff and are confident and settled. However, because staff do not always know children's home languages and other useful information about children's learning at home, insufficient support is given to children learning English as an additional language. Children benefit from focused time each day with their key person. This helps them to develop secure relationships with their key person, who also teaches them to respect and tolerate each other's differences. Staff continuously reinforce the importance of healthy lifestyles and healthy eating. Staff provide parents with useful information about nutrition. Children have regular outdoor play and exercise. Staff emotionally prepare the children when they move from the Ladybirds group to the Rainbows group. The key persons share some information about children's well-being to their new key worker, to aid this process.

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

Managers have a good understanding of their responsibility to safeguard and protect children. They ensure all staff have a good understanding of child protection matters and e-learning safeguarding training is given before staff commence employment. Staff attended training on behaviour management and this has improved children's behaviour. The manager holds supervision meetings with staff and observes practice but fails to identify the weaknesses in teaching and the use of observation and assessment. This highlights weaknesses in how well the educational programmes and the provision as a whole are monitored.

Setting details

Unique reference number	EY273405
Local authority	Wiltshire
Inspection number	824620
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	52
Number of children on roll	97
Name of provider	Barnardo's
Date of previous inspection	10 July 2012
Telephone number	01249 463907

Redland Nursery was registered in 2004. The nursery is set in the grounds of Redland County Primary School in Chippenham and serves the local area. It is open 50 weeks a year from 8am to 6pm, Monday to Friday, excluding Bank Holidays. The nursery receives funding for the provision of free early education to children aged two, three and four years. It is managed by Barnardo's who employ a nursery manager and a staff team of 13, all of whom are suitably qualified in child care; 11 to National Vocational Qualification level 3 and two who are working towards level 3 qualifications. The nursery has close links with the Reception teachers at the school where it is sited, and the local Children's Centre.

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