

Ragamuffins Nursery School

70 Rectory Road, Redditch, Worcestershire, B97 4LL



Inspection date

23 June 2015

Previous inspection date

17 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Well-qualified staff provide enjoyable learning activities based on children's interests and capabilities. As a result, children actively engage in purposeful and worthwhile experiences.
- Staff involve parents from the outset. They regularly share information about children's progress and suggest ideas about how learning can be further enhanced at home. Parents are also invited to attend specific events and participate in activities with their children at nursery.
- Staff quickly spot when children are not reaching expected developmental milestones. They work closely with other professionals to agree how best to support children in catching up with their peers.
- Children's emotional well-being is consistently promoted due to the effective key-person system. Staff are warm and friendly and children are happy and settled.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures that children are protected and kept safe from harm.
- Leaders and managers truly value the staff's hard work and dedication. Staff morale is high and teamwork is very good, which has a successful impact on the provision for children.

It is not yet outstanding because:

- Children are not fully encouraged to develop their own ideas or solve problems.
- Children are not always able to make independent choices from a good range of sensory and natural resources inside.

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 thinking skills even further by giving them more time to respond to staff's questioning
- review the layout of indoor spaces, for example, by making a good range of sensory and natural resources easier to access, so that children can explore and investigate more independently.

Inspection activities

- The inspector observed activities and interactions between staff and children in the indoor and outside environments.
- The inspector spoke with staff and the children and reviewed children's assessment records and the planning documentation.
- The inspector carried out a joint observation of a small group session in the garden, with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at a range of required documentation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are enthusiastic and use their good understanding of how children learn very well. They assess children's learning and take note of interests during general play, routines and focused activities. Staff then use their findings effectively to plan purposeful and challenging opportunities. As a result, children develop new skills and a positive attitude. This prepares them well for future learning and their eventual move on to school. Children use their imaginations to extend their own learning well. For example, outside they use crates to make boats and wave fabric to make the sails. Later in the day, the same resources are used to create beds as children snuggle down under the 'blankets'. Staff skilfully interact with children. They talk with them about what the children are doing and offer suggestions for what else they could do. However, sometimes staff ask questions, but do not give children enough time to think things through before responding for them. This means that some children are not fully encouraged to develop their own ideas and solve problems for themselves.

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

Parents are delighted with the welcoming and homely feel of the nursery. Clear displays provide a wealth of information and staff are always available to answer any questions. In each of the rooms, photographs of the children enjoying various activities and pictures they have made, decorate the walls. This helps them to feel valued and develop a strong sense of belonging at nursery. Children freely access a wide variety of toys and creative materials that they explore and investigate successfully. However, there are too few natural and sensory resources inside for the children to choose, other than during focused sessions. Staff help children to become independent in taking care of themselves. Children who have a cooked dinner serve themselves and those with packed lunches are encouraged to choose the healthiest option first. Staff are good role models and use praise and encouragement to help children learn how to share and work together. As a result, children's behaviour is good and they are polite and caring towards one another.

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

Staff fully understand their roles and responsibilities. They successfully meet all the requirements for the Early Years Foundation Stage. Staff confidently observe, assess and monitor each other's good practice. They get together regularly to talk about their strengths and make well-considered plans for the future. Staff attend training and complete research to further enhance their knowledge and skills and share what they learn with others. As a result, everyone has the same ethos and is continually improving the outcomes for children. Since the last inspection, partnerships with other professionals, such as school teachers and other providers, have become well established. They share relevant information about the children's abilities, interests and characteristics. This helps to promote consistency and to ensure complementary experiences are provided across settings.

Setting details

Unique reference number	205334
Local authority	Worcestershire
Inspection number	865330
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	33
Number of children on roll	66
Name of provider	Ragamuffins Day Nurseries Limited
Date of previous inspection	17 February 2011
Telephone number	01527 401869

Ragamuffins Nursery School was registered in 1994. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including two with Early Years Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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