

Rookies Day Nursery

Stevenage Borough Football Academy, Shephallbury Sports Centre, Stevenage, SG2 8RH



Inspection date

Previous inspection date

24 November 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal, social and emotional development are encouraged through regular praise and reassurance. Staff celebrate children's achievements, for example, displaying their individual 'wow' moments from home and nursery for all to see. Parents are supported to extend children's learning at home.
- The manager and her deputy are effective in promoting opportunities for staff to improve their professional development. Ongoing training opportunities are fully encouraged and staff display consistency in their approach to promoting children's learning and building on their good progress.
- The manager and her staff team evaluate their setting to promote continuous improvement. They consistently obtain feedback from children and parents about their practice, and the setting. This assists them in developing their ongoing action plans.
- Staff have good partnerships with other providers and professionals. They consistently share information to promote children's learning and development. This is one example of how they enhance children's overall care and well-being.

It is not yet outstanding because:

- On occasions, staff do not recognise when to adjust activities to present even more challenge for the most able children.
- Children's concentration is sometimes interrupted when staff have not planned and resourced some adult-led activity sufficiently.
- Staff do not consistently reinforce younger children's growing awareness of how the hygiene practices they follow contribute to their good health.

What the setting needs to do to improve further

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

- help staff to recognise when to adapt activities to provide appropriate challenge for children of differing ages and abilities
- support children's growing concentration during adult-led activities, preparing and planning effectively, in order to minimise the risk of distraction
- promote more opportunities for younger children to learn about the importance of good hygiene and how this links with their health.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed several planned activities and jointly evaluated these with the manager. She spoke with permanent and agency staff, and she talked to children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of permanent and agency staff working in the nursery. She also viewed the daily registers, and records of complaints and incidents.
- The inspector spoke to a small number of parents and took account of their views as provided in written feedback.
- The inspector reviewed the provider's self-evaluation. She saw supervision and appraisal meeting records and discussed reflective practice with the nursery manager.
- The inspector looked at a range of documents, including the safeguarding procedures and policies as well as observation and assessment records.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager promotes robust recruitment and induction procedures to ensure that all staff, whether permanent or from an agency, are suitable and qualified to work with children. Staff are aware of the child protection procedures to follow if they have concerns about children in their care. In addition to this, staff have completed specialist training to make sure they understand how to support vulnerable families. Children's safety is promoted by all staff and there are procedures in place to ensure that children are protected. Following a recent incident where a child was left in the garden for a few seconds the provider has taken immediate action to strengthen safety procedures by completing regular head counts and visual checks of children present. The daily registers are recorded appropriately and staff-to-child ratios are met consistently. Staff have regular supervision and appraisal meetings with their senior room leaders and with the nursery manager. This helps to identify staff's individual training needs and interests.

Quality of teaching, learning and assessment is good

The well-qualified staff team completes a wide range of observations on a regular basis. Staff identify children's next steps and incorporate these into planning. Staff promote the use of mathematical language during activities and experiences to develop children's learning further. Staff encourage children to look at shape, colour and size. For example, children concentrate as they match, group and sort a range of different-sized figures. Staff provide younger children with a lot of encouragement. Their language and physical development is fully promoted. For example, external activity providers, such as a music group, come into the setting on a regular basis. Young children engage in learning as they join in excitedly with singing and confidently move their bodies to the music.

Personal development, behaviour and welfare are good

Children have daily access to an inviting and safe outside area. They explore a good range of resources that supports their physical development. The key-person system works effectively. Children build strong attachments to their key person and parents speak warmly of the good relationships they have with key staff. All staff take responsibility for meeting children's care needs. When children require intimate care, such as nappy changing, staff are quick to respond. Children eat a nutritious and well-balanced diet of healthy foods. Their individual allergies and dietary requirements are taken into consideration and all staff are aware of children's particular needs. Young babies have their feeding and sleep routines met well.

Outcomes for children are good

All children, including those with special educational needs or disabilities and children who speak English as an additional language, make effective progress in their learning. All children are acquiring the key skills they need for future learning. Children freely explore the many interesting activities and resources available to them. Young babies and toddlers delight as they interact with staff. They cuddle up and smile happily as they are supported well and encouraged to join in with activities, such as story time.

Setting details

Unique reference number	EY495584
Local authority	Hertfordshire
Inspection number	1078343
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	92
Number of children on roll	111
Name of registered person	Stevenage Football Club Limited
Registered person unique reference number	RP904206
Date of previous inspection	Not applicable
Telephone number	01438 842233

Rookies Day Nursery was registered in 2015. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 7.30am to 6pm all year round, except a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs or disabilities and children who speak English as an additional language.

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