

# The Rochford Day Nursery (The Rochford Kids Club)

Inspection report for early years provision

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<b>Unique Reference Number</b>	402557
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<b>Inspector</b>	Janette Elaina Lockwood
<b>Setting Address</b>	2-4 Ashingdon Road, Rochford, Essex, SS4 1NJ
<b>Telephone number</b>	01702 549549
<b>E-mail</b>	rochfordnursery@yahoo.co.uk
<b>Registered person</b>	Michael Peter Bradley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rochford Day Nursery opened in 2001 and operates from two old school buildings adjacent to one another on the same site. The setting is situated in Rochford, Essex. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 until 18.30 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 140 children aged from birth to under eight years on roll. Of these, 30 children receive funding for early education. The nursery currently supports a number of children with learning difficulties or disabilities but there are no children attending who have English as an additional language.

The nursery employs 23 members of staff. Of these, 21 hold appropriate early years qualifications and six are working towards a further qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for appropriately if they are ill or have an accident because staff obtain relevant information about children's medical needs. They are trained in first aid and follow effective procedures such as using their own 'sudden illness' forms for recording. Parents authorise the administration of medicines and for emergency treatment.

Although the setting has clearly written procedures regarding hygiene, these are not always followed consistently by all the staff, for example, some of the equipment is not cleaned thoroughly. This could potentially increase the risk of the spread of germs. Furthermore, neither children nor staff have individual towels on which to dry their hands and some hand washing procedures by staff after changing nappies are not thorough enough to prevent the spread of infection. This could result in the transfer of bacteria from person-to-person and compromise the health of the children.

The setting takes steps to reduce the amount of dirt and germs carried into the baby unit by implementing a strict no shoe policy and staff ensure all children have their own clean bed linen. However, the use of a tumble dryer and washing machine in the area for storing and preparing baby food and milk could increase the risk of cross contamination from the laundry to the food and drink. As a result, children's health could be adversely affected.

The nursery employs an experienced cook who ensures children have healthy and nourishing meals each day. The menus are available for parents to see and include fresh fruit and vegetables at snack time. Parents and children are encouraged to learn about healthy eating and a healthy eating display is located in the entrance area. Meal times are happy and sociable for children so they have opportunities to eat in a relaxed atmosphere. They talk about the foods they eat and staff are aware of their allergies, likes and dislikes therefore helping them to see mealtimes as enjoyable occasions.

Children throughout the nursery have plenty of opportunities to develop their physical skills. For example, the two gardens both have all weather surfaces so children can have plenty of fresh air and exercise every day. They can run and jump, climb and improve their skills in using balls for throwing, catching and kicking. An exciting new sensory room contains equipment such as lights, music, bubble tubes, projectors and fibre optics helping children develop their sensory skills. They learn to control their movements to operate some of the sensory equipment, for example, stepping on particular colours to activate music. The use of tools such as cutlery or scissors encourages children to understand their purpose and improve their manipulative skills so they can gain more confidence in using them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The setting is housed in two separate buildings and benefits from having two fully enclosed gardens. Toilets are available adjacent to rooms for children aged over two years which helps them become more independent in their personal care needs. The reception area is open plan and parents and visitors have to pass through this to reach the base rooms which ensures they are welcomed by staff. Plenty of suitable equipment is available, most of which can be used in different rooms to provide new and exciting opportunities for play activities for children.

Staff take effective steps to ensure children are safe when walking to and from school or on outings, for example, children and staff wear high visibility jackets so they can be seen more easily. The written policy for outings is very detailed taking account of routes, staffing and ratios as well as equipment and routines. In addition, children are learning some ways to keep themselves safe, as staff encourage them to learn road safety.

Children are cared for in a very safe environment, with regular and interim safety checks taking place by staff to effectively identify and address any hazards. Good quality safety equipment such as socket covers and radiator guards are in place to help children play and learn in a safe environment. In addition, there is a close circuit television to enable the reception staff and managers to monitor safety of children and staff procedures.

Fire drills are practised regularly and an escape cot is kept at the ready in the baby unit. The management has thought carefully about continuity plans to follow in the event of a prolonged emergency to ensure children are safe and comfortable until they can be returned home or to the setting. As a result, children are kept safe in an emergency.

Staff in the setting are thoroughly aware of their responsibilities regarding safeguarding children and understand the policies and procedures to follow if they have concerns about a child. Some staff have had child protection training and the nursery is keen to extend the next round of training to all staff. Although staff would primarily take their concerns to a senior member of the team, they also understand that they have a personal responsibility to safeguard children. Information relating to what to do if there are concerns is readily available and the setting has the new procedures from the Local Safeguard Children Board for reference. As a result, children are safeguarded in the setting.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Some staff caring for children under three years have had training in the principles of the Birth to three matters' framework and there are plans to hold in house training to ensure the staff are working consistently. Staff plan clearly each week, taking account of the previous week's child observations and discussions with parents ensuring the planning meets individual children's needs. There are two purposeful planned activities for babies each day and these include messy and creative opportunities for painting or water play, for example, to help them to explore and discover. Staff are organised when arranging these activities as sometimes the babies require bathing or washing after a messy activity.

Staff follow the baby's own routines when they are settling into the nursery, acknowledging and affirming them. They gradually develop to the routines of the nursery in their own time and develop their sense of belonging. Staff ensure everyday routines such as nappy changing or snack times are linked into aspects of the 'Birth to three matters' framework. As a result, children aged under three years are effectively supported in all areas of their development.

The setting is also registered for out of school care and children of school age are taken and collected from school via a minibus or 'walking bus'. Staff gently encourage the children to do their homework or reading when they first arrive after school and support them in these learning activities. The children are provided with a light tea which they thoroughly enjoy and during this time, children have opportunities to talk to staff and their friends about their day.

Staff plan a variety of activities linked to a theme and there are opportunities for free play to help the children wind down after a busy day at school.

## Nursery Education

The quality of teaching and learning is good. Staff are competent and clear about planning. The long and medium term plans are linked to themes and ensure the Foundation Stage Curriculum is covered effectively. Clearly written daily activity plans contain practical information such as grouping, staffing and preparation. Although there is a section for differentiation, this is not completed so staff may not always remember to think of ways to make activities more or less challenging for children.

The planning and delivery of the Foundation Stage Curriculum is closely monitored by the manager and owner of the setting. He ensures staff are consistently using what they know about children to help them progress through well-planned play experiences. For example, staff carry out regular spontaneous and planned observations on children which are evaluated. The information gathered is organised onto a development sheet so that children's next steps in learning are identified.

Children are beginning to show care and concern for one another and some definite friendships are developing between children. They show a sense of belonging by anticipating what comes next in their day and are confident to approach staff. Children are developing some independence but staff sometimes miss opportunities to extend this further, for example, children are not often encouraged to pour their own drinks.

Children are beginning to see that text has meaning when they see the labels around the room and they engage in some activities which involve writing over the top of letters to help them practise pencil skills. However, children do not have enough encouragement from staff to see writing as purposeful and there are missed opportunities for them to practise their emergent writing. For example, children are rarely asked to 'write' their names or make their mark on their work to identify it. Children enjoy stories and discovering the content of books. They learn new language frequently during their activities as staff constantly talk to them and tell them new words, for example, the correct terms for musical instruments.

Staff provide many opportunities for children to learn simple mathematical concepts in their everyday routines and play activities. For example, whilst playing musical instruments staff asked children to name the shapes of them and children correctly knew shapes such as semi-circle and rectangle. During number songs and rhymes staff illustrate simple calculation such as taking one 'current bun' away and asking children to calculate how many are left. As a result, children are beginning to understand the importance of mathematics in their everyday lives. Children use size and number language spontaneously and use containers to carefully measure capacity when playing with the sand. Learning is also extended to the garden where clearly numbered 'parking' bays encourage children to park their bikes by matching numbers.

Children have plenty of activities to help them learn about the world around them, for example looking at lifecycles of animals and plants to help them appreciate the wonder of nature. During their regular trips to the local library, children are encouraged to observe their immediate environment and to talk about what they see. The computer is available to children daily and they use it confidently for a variety of tasks such as using suitable learning games or drawing pictures and writing names. Consequently, children begin to understand some of the different ways technology can be used.

Children learn to follow rhythms by watching and listening to staff and by practising using musical instruments often, both as a group and individually so they learn the different sounds they can make. Staff plan a wide variety of art and craft activities such as painting, collage, bark rubbings, modelling and hand-printing. In this way, children are able to experiment with different media and use their own ideas to make their art unique.

Children become absorbed in their imagination in the role play area which is changed into different settings such as a home corner or fire station. They often include the persona puppets in their play as they act out real and imagined experiences.

The good quality plans together with the balance of purposeful activities and free play, supported by qualified and experienced staff ensure children are making good progress towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Children's Social Moral Spiritual and Cultural development is fostered. Children learn to help others by being part of charity events, for example, they dressed up for an Ugly Bug Ball to raise money for a children's hospice. Staff explain in simple terms who the money will help so children can begin to show empathy and concern for others. Staff create plenty of opportunities for children to talk about their homes and families so they can begin to understand each other better and feel valued and part of the group. Staff carefully plan regular activities to highlight the similarities and differences in people's lives to enrich children's understanding of the diversity of culture.

Some of the nursery is decorated with positive images of people from other cultures. Evidence of celebrations for events such as the Chinese New Year are displayed for children to recall and talk about. The equality and diversity policy is followed to ensure all children are valued and included and there are some images of people with disabilities around the nursery. Staff understand the importance of reinforcing positive attitudes about diversity with children so they learn to appreciate differences.

The special needs co-ordinator (SENCO) has undertaken relevant training to support children well and there are additional staff who have also been on courses to learn about learning difficulties and disabilities. There are staff who specifically support children on an individual basis to ensure they are receiving sufficient specialist care to help them progress at their own level. Visual aids are used to help children understand routines and staff are learning simple Makaton sign language which they can use with all the children. The setting is aware that some children may develop special needs and there are systems in place to discuss the way forward with parents and to seek advice from an area SENCO. Staff endeavour to work with parents and other professionals to ensure children's care is appropriate, meets their individual needs and is inclusive.

Children are aware of the simple rules in the nursery to help them work together in harmony. They learn to tidy up and are given lots of praise and encouragement by staff for good behaviour, for example, the best behaved children get to choose things first. Staff sometimes use a timer to help children learn to take turns and they are encouraged to understand the importance of sharing things with one another. Most children demonstrate a sense of trust and belonging in the setting and behave well and staff use positive strategies to manage unwanted behaviour in consultation with parents.

Partnership with parents and carers is good. The setting invites parents to twice yearly parent's evenings by appointment where they can see all their child's progress records and discuss their learning with the key worker. If there are any concerns at other times, they can speak confidentially to staff and find out about their child's progress. Furthermore, daily sheets are issued to parents detailing what their children have done that day, with a tear off slip at the bottom on which parents can add their own comments and information. This information, if appropriate, can be taking into account in the planning. Parents are aware of what their child will be learning each day and contribute information towards the activity because the plans are clearly displayed on the notice board.

The setting has an open door policy so parents can settle their children in at their own speed. They are also reassured by watching their child on close circuit television if they have been upset. Daily information sheets tell parents what their children have eaten during the day as well as other relevant information about the care they have received so they can discuss this if they wish. Parents are made aware of important issues such as helping children to be healthy and are informed of any relevant information as soon as possible through letters and notice boards. The setting actively seeks parents views on the nursery by sending out questionnaires and having a suggestion box available. As a result, parents can be sure their children are cared for properly and that their views are important to the well-being of their children.

The setting holds a complaints policy and records complaints in a book in line with the Addendum to the National Standards. This ensures any concerns are dealt with properly and in a timely manner.

## **Organisation**

The organisation is good.

The quality of leadership and management are good. Managers together with the rest of the staff ensure that the delivery of the Foundation Stage Curriculum is effective. Thorough systems are used to monitor the planning and ensure children's needs are taken into consideration although sometimes the differentiation for children is not clear. Staff are enthusiastic and motivated by the manager who clearly strives to offer an exciting learning environment for children so they can progress towards the early learning goals.

There are robust procedures in place for the recruitment and vetting of staff and staff details are all up-to-date and available. Staff are required to read through policies as part of their written induction and to sign to say they have understood them. Their induction records are kept in their staff files along with regular formal appraisal information whereby staff's strengths and weaknesses are identified. Staff are given their own roles and responsibilities which ensures the setting is well-organised and helps them to gain confidence in what they do. They are kept informed of issues relating to the nursery through regular staff meetings and through this regular build up of information, they can meet children's needs with a better understanding.

There is a staff training plan and workshops are offered to all staff to ensure that new ideas can be brought into the nursery through both in house and external training. Staff regularly meet other childcare providers through cluster meetings to further enhance their understanding of childcare and keep them up-to-date with current initiatives. One of the ways this is demonstrated is that the setting received its Post-Recognition report for Investors in People after firstly gaining the award in 2003.

The setting reflects on what it has achieved and has an action plan to highlight what they hope to achieve in the current year. This ensures they can grow and continue to provide a quality service to parents and children. Overall children's needs are met.

The setting has asked for a variation on their conditions of registration to allow them to be more flexible in the ages of children they can care for. This will allow them to best meet the needs of parents by offering four extra places for children under the age of two years and to be flexible with the number of children over the age of two years, although the maximum number the setting can care for has not changed.

The operational plan is clearly written and comprehensive, including detailed and up-to-date policies and procedures to show how the setting best operates. Records are kept confidentially and are relevant to both children and parents as well as meeting the requirements of the National Standards for Daycare.

### **Improvements since the last inspection**

During the previous inspection the setting was asked to improve mathematical calculation and measure for children. They responded by ensuring staff recognise opportunities to bring these concepts into everyday routines as well as specifically planning for them.

The last inspection also highlighted the need for the setting to provide parents with more information about the Foundation Stage and how their children are monitored to ensure they are progressing. The setting display plans so that parents can see what their children are learning and displays show what children have been doing in relation to the plans. Parents have regular opportunities to see their child's progress records to see how they are monitored.

The setting was also required to continue with the programme of regular training and appraisals for staff and an action plan is now continuously updated to show how staff are committed to training. Appraisals identify staff training needs and these are addressed through both in house and external training.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.



## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- seek advice from Environmental Health regarding guidelines in relation to washing and drying laundry in food storage and preparation areas
- minimise the spread of infection by improving hand washing procedures throughout the setting and ensuring equipment and toys are cleaned thoroughly.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide challenge for more able children, particularly in pre-writing skills and show in the planning how activities can be adapted for children's varying levels of ability.

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