

The Red House Day Nursery

Inspection report for early years provision

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Inspector Deborah Kerry

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Red House Day Nursery was first opened in 1996 and operates from a detached property in the centre of the village of Burwell. It has four main playrooms to accommodate the different age groups. All children share an enclosed outdoor play area. The setting is fully accessible on the ground floor.

A maximum of 58 children may attend at any one time. Opening times are from 08.00 to 18.00 Monday to Friday all year round. There are currently 79 children attending in the Early Years Foundation Stage (EYFS) age group. Of these, 25 are in receipt of funding for early education. This provider is registered on the Early Years Register. Children come from the village and a wider catchment area. The nursery supports children who have learning difficulties and/or disabilities and children who have English as an additional language.

The setting employs 22 full-time and part-time staff. Of these, 15 including the manager, hold appropriate early years qualifications. Two staff are currently on training courses. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP) and is accredited with the National Day Nurseries Association (NDNA) 'Quality Counts' quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next step in their learning is identified and included in the weekly plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and can be supported. The setting has established effective procedures for evaluating and monitoring their good practice and have in place strategies to ensure this is undertaken on a regular basis, so ongoing improvements are clearly identified.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of the day to provide children with opportunities to independently initiate access to outside play
- review the organisation of snack and meal times to encourage children's independence and self care skills, this is in relation to serving themselves, handing out cups, plates and food.

The leadership and management of the early years provision

Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is a high priority. There are clear procedures for staff to follow regarding safeguarding children to ensure that their welfare is promoted.

There is a comprehensive range of policies and procedures in place to support the clear aims of the nursery which are shared with parents. Through the notice board, regular newsletters and monthly activities for parents to do at home with their children, they are kept fully informed about what is happening at the nursery and are involved in their child's early education. Parents views are sought through annual questionnaires when deciding on any changes within the nursery ensuring that they are kept involved and their views acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff on a regular basis, and they add comments about their child's learning and development. The nursery works in partnerships with, the local primary school children will attend to support their transition. They have established good links with other providers delivering the EYFS the children attend, which ensures their needs are met and the continuity of care.

The nursery have effective systems in place to evaluate their practice, they ensure that all staff and parents views are sought to ensure improvements have a positive effect on children's learning and development. The outside play area is part of the plan for improvements to benefit children's well-being. They have completed the 'Quality Framework' which is evaluated on an annual basis to ensure standards and improvements are maintained. Staff are fully supported in their training and development to enhance their knowledge and experience which benefits the children's learning and development.

The quality and standards of the early years provision

Children's health is promoted as they have a variety of fresh fruit at snack time that meet their individual dietary needs. Staff sit with children at snack time making it a social occasion asking them questions which helps to promote their thinking. However, children do not help with setting the table, handing out food or serving themselves which limits their independence and their self-care skills. Children can help themselves freely to water which is placed within their reach ensuring that they are not thirsty. Through topics on health, children have developed a good understanding on what foods they need to eat to keep themselves healthy. Children have regular access to the outside play area where they access a range of equipment and are taken on regular walks to promote their physical development. However, due to the layout of the nursery, children have limited opportunities to independently access the outside play area.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. All children help at tidy up time and are learning to share and take turns. Children communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books, they handle them carefully and know that words are meaningful. Children are provided with resources that show positive images of the wider world. They participate in activities based on their own heritage and other cultural beliefs through celebrating different world festivals.

Children are confident communicators and eagerly share what they are doing with staff and other children. There is lots of interaction between the staff and children, they encourage babies language skills through responding to sounds they make in a conversational manner. Children have access to a range of resources for mark making both inside and outside to promote children's early writing skills. They enjoy listening to and joining in with songs and action rhymes which helps to develop their language and physical skills. All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the weekly plans. There is good exchange on children's interests and achievements from parents, which staff include in their records and are displayed on the 'interest tree'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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