

The Rochford Day Nursery(The Rochford Kids Club)

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rochford Day Nursery opened in 2001. The setting operates from a converted school building. It is situated within walking distance of schools, shops and train station in Rochford, Essex. All children share access to a secure outdoor play area. A maximum of 85 children may attend the nursery at any one time. The nursery opens five days a week, all year round with the exception of Bank Holidays. Opening times are from 07.00 am to 06.30 pm Monday to Friday.

There are currently 109 children aged from birth to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or disabilities.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 25 staff, of whom 21 of the staff, including the all the managers, hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification and three staff members are extending their professional qualification. The setting receives support from the local authority, the Pre School Learning Alliance (PSLA) and the National Day Nursery Association (NDNA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage (EYFS) are making good progress in all areas of their development as staff have a good understanding of the both the learning and welfare requirements in the EYFS, early childhood development and how young children learn through a combination of informal and adult focus learning experiences. There are outstanding aspects to the provision, these being, engaging with parents and partnership work with other agencies, this ensures excellent continuity of care. Self-monitoring systems promote staff's understanding of the nursery's overall effectiveness.

What steps need to be taken to improve provision further?

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

- review fire evacuation systems and nappy changing procedures
- develop further an integrated approach to some area of the indoor play spaces (this relates to the under two area)
- review and develop inspirational teaching methods for all children across the early years age range.

The effectiveness of leadership and management of the early years provision

Robust checking procedures are in place to confirm staff's, students and volunteers suitability. Documentation including policies and procedures are in place and are stored securely for the safe and effective organisation of the nursery. Staff have a good understanding of their role in safeguarding children and they know what to do in the event of a child protection concern. Daily risk assessments are undertaken by staff and yearly risk assessments including fire safety checks are undertaken, ensuring continued suitability to the physical environment. Indoor play spaces are effectively organised to meet children's needs, however, some equipment in the under twos room is not always suitable in promoting an enabling environment. Procedures are in place to support children whom are unwell or have an accident and parents provide written consent for the administration of medication.

The registered providers, managers and all the staff are very committed to providing children with positive play and learning experiences, ensuring that all children are given equal opportunities in all aspects of the daily routines and are fully included in the nursery. The managers fully support staff in their role, through daily interactions, regular staff meetings and individual appraisals, this ensures that staff have a clear understanding of their individual responsibilities. Consequently, there is good communication and a positive staff team approach. Good daily routines are in place to ensure that children are effectively supervised at all times. All areas of the nursery are inclusive, and resources and play equipment are adapted when necessary to ensure all children's individual needs are met. A system for self-evaluating the nursery has been established to promote reflective practice and this is beginning to impact on the overall effectiveness of the provision.

Partnership work with parents is outstanding, as staff are proactive in ensuring parents are extensively informed about their child's welfare and learning. Parents receive both verbal and written feedback from staff and there are formal and on going opportunities for parents to look at children's individual profile records. Regular newsletters are sent out to parents, notices are displayed and parent questionnaires provide further opportunities for them to make a contribution to the nursery. The nursery also provides training sessions for parents in relation to the Early Years Foundation Stage, promoting a two-way partnership with parents. Partnership work with others is outstanding as excellent action is taken to support children whom require additional support, for example, health visitors and social workers. Very good links have been developed with nearby primary schools and other settings delivering the EYFS, which results in children settling into reception classes with confidence.

The quality and standards of the early years provision and outcomes for children

The provision for promoting children's learning and development is good. Children are happy and thoroughly enjoy their time at the nursery as they develop close friendships with their peers. Staff interactions are consistently thoughtful and respectful and all children's contributions are highly valued by the staff. Consequently, children's personal, emotional and social development is very good. The staff have a positive, consistent approach to managing children's behaviour, as they take account of each child's level of understanding, have realistic expectations and encourage politeness and good manners at all times, therefore, children's behaviour is good and they respond to staff's requests.

Planning and observation arrangements are good as staff maintain detailed records of children's progress and targets setting for each child's individual achievements. Specific objectives for all children are identified and they are reviewed and assessed regularly, in-conjunction with targeted and 'wow' observations to ensure continued progression for all children. Planning takes account of each child's interests and abilities to provide a broad and balanced range of activities across the six areas of learning. There is a strong emphasis on communication, language and literacy and problem solving reasoning and numeracy, across the early years age range. Daily routines are organised to promote purposeful play and child initiated activities, however, teaching methods could be review and developed further to provide inspirational play and learning experiences. The deployment of resources and activities are well-organised to meet children's individual needs, abilities and interests.

Children are confident talkers as the nursery provide a language rich environment through all aspects of the six areas of learning, for example, the role play is regularly changed to reflect the current theme and sustain children's interest. Books and stories provide both instruction and delight for all children, as they enjoy sharing books with their friends and listen formally to stories with staff. Older children particularly enjoyed 'The Grufflo' where they predicted the events in the narrative. They have lots of opportunities for mark making, through daily routines and focussed activities and older and more able children are able to write their name and name letters of the alphabet. Children across all areas are successfully supported in their learning for problem solving as staff differentiate activities and use mathematical language within daily routines and children's play. Younger children are beginning to recognise single digit number and the older and more able children are able to divide single digit numbers, for example, four into two. Children enjoy a good range of creative activities that promote both their imaginations and emotional development. The under two's particularly enjoy 'jelly and wet spaghetti' play, as their attention is captured and sustained, supporting both children's imaginative play and emotional well-being. There are good opportunities for children to learn about the local community and natural world, as there are regular swimming lessons at a small private pool and children grow flowers during the spring and summer months. Children learn about the wider world through daily activities and discussions, for example, the children's atlas and planned festivals, such as Chinese New Year, Harvest Festival, Diwali and

Christmas. There is also a good range of resources and play equipment that positively promote cultural and social diversity.

Children thrive because very good attention is given to health and hygiene routines, and they are consistently reminded to wash their hands when necessary. Nappy changing is hygienically and sensitively undertaken in a separate area away from the space used for play, sleep or eating, however, nappy changing systems could be reviewed to improve the robustness of procedures. Children have good opportunities to physical play outside in the enclosed garden areas and they particularly enjoyed playing in the snow. Children display a good understanding of how to keep themselves safe as they negotiate all areas of play safely and use play equipment appropriately. They practise fire drills regularly, however, fire evacuation procedures do not always cover children's individual attendance pattern. Children are given responsibilities in relation to their individual competencies; this includes children pouring drinks, changing their footwear from shoes to Wellington boots and older children self-serving their own lunches. Further developing children's understanding of personal safety and promoting healthy lifestyles.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met