



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 221591**

**DfES Number: 520654**

### **INSPECTION DETAILS**

Inspection Date      11/11/2003  
Inspector Name      Lorraine Hunt

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Red House Day Nursery  
Setting Address      90 High Street  
                            Burwell  
                            Cambridge  
                            Cams  
                            CB5 0HD

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Joanna Redfarn

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Red House Day Nursery is privately owned. It opened in 1996 and operates from a detached property in the centre of Burwell. It has 4 main playrooms to accommodate the different age groups.

There are currently 76 children from three months to four years on roll. This includes 10 funded 3 year olds and 4 funded four year olds. Children attend for a variety of sessions. The setting currently supports a child with special needs but has no children attending who speak English as an additional language.

The nursery opens five days a week from 08.00a.m to 18.00p.m all year round, closing only for Bank Holidays and the Christmas - New Year week.

Fourteen full-time and seven part-time staff work with the children . Over half have early years qualifications to NVQ level 2 or 3. Twelve staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP) and is currently working towards the NDNA Quality Counts quality assurance scheme.

### How good is the Day Care?

The Red House Day Nursery provides good care overall for children aged 3 months to 5 years.

Staff training is given high priority and deployment of staff is well managed. The nursery and it's staff are warm and welcoming to parents and children and the playrooms are light, airy and attractively decorated. There is a comprehensive system of record keeping and policies and procedures are in place and accessible to parents.

Staff have a good awareness of keeping children safe at the nursery and when on outings. They give high regard to health and hygiene issues, both in their own practice and also in encouraging children to adopt good hygiene procedures. A

varied and nutritious menu of snacks and meals is provided and individual children's dietary requirements are met.

Children are provided with many varied, well-paced, age-appropriate range of activities which include frequent opportunities for outdoor play and local outings. Toys and equipment are of good quality. Staff and children enjoy good relationships with each other and children with special needs are well supported. Praise and encouragement is used effectively by staff to reinforce good behaviour and to promote children's confidence and self-esteem.

Partnership with parents and carers is very good. Information is shared well and parents are encouraged to approach the staff and /or management at any time.

### **What has improved since the last inspection?**

At the last inspection the provider agreed to develop an operational plan, to ensure that times of children's and staff arrival and departure were recorded on attendance records, to update the complaints policy with Ofsted's details and to add information to the Child protection policy about the procedure to be followed in the event of an allegation being made against a member of staff. These are all now in place and shared with parents to help safeguard children's welfare.

The provider also agreed to ensure that medicines were clearly labelled and appropriately stored. Medicines are now clearly labelled with the individual child's name and stored appropriately. As a result children's health and wellbeing is safeguarded.

### **What is being done well?**

- Parents are kept well informed about the setting and their child's progress through daily record sheets, comprehensive reports, parent consultations, regular newsletters and displayed information. Management operate an "open door" policy to staff and parents and canvas parents views annually via a questionnaire to evaluate their provision. As a result parents feel involved, well informed and secure in the care their child is receiving.
- Management and staff have a clear commitment to training. Over half the staff are engaged in further professional development towards early years qualifications at level 2 or 3. The manager and staff also regularly attend short courses or workshops. New or updated knowledge is fed back to the staff team so that practice is developed and enhanced.
- Staff interact well with the children. They are caring and interested in what children say and do. As a result children are happy and settled. The Junior room staff are particularly skilful at age-appropriate, open-ended questioning to encourage language and thinking.
- Staff work well together in room teams and the organization of their working hours ensures that there is continuity of care and that staff, parents and children within each room get to know each other well.

- Staff provide a broad range of activities which are supported by good quality toys and resources and promote all areas of development. Staff plan a good variety of different messy play activities for the under 2s to give babies and toddlers interesting and fun sensory experiences.

#### **What needs to be improved?**

- the planning of some adult-led art and craft activities, to ensure that they are meaningful to children and give them the opportunity to express their creativity.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Ensure that adult-led art and craft activities are meaningful to children and give them the opportunity to use their imagination and creativity.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at The Red House is generally good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and generally good in all other areas of learning.

Teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage, but their planning sheets are not always evaluated correctly. They also do not show how the needs of the three and four year olds are differentiated.

The assessment of children's learning does take account of the stepping stones and children are progressing satisfactorily.

The leadership and management is very good. This is a strong feature of the nursery. The emphasis is on team work and staff remain in post for long periods of time. Mechanisms are in place for monitoring and supporting both staff and parents.

Partnership with parents is very good. Information is gathered and shared in a variety of ways. Informative reporting ensures parents are aware of the progress their children are making towards the early learning goals. They can talk to staff informally on a daily basis and liaise with their child's key worker.

### What is being done well?

- Children relate well to each other and adults and are generally confident and happy. They play independently and are free to choose from a wide range of toys and activities. Children develop good concentration skills and adults help and support their play appropriately.
- The children's behaviour is very good. Clear boundaries are set and consistently applied by staff.
- The quality of the leadership and management is very good. The open door policy allows members of staff and parents to approach the management at all times.
- The management are seeking ways constantly to improve the day nursery for the well being of the children. Suggestions from parents are always responded to and acted on if possible. If not, clear explanations are given if their needs cannot be met.
- The nursery runs an open door policy and parents are seen as partners. This is born out by the paperwork and information that flows from the nursery on a regular basis. Activity letters are sent home suggesting how parents can build on their child's work at home. Parents are very complimentary of the nursery

and the care their children receive there. Many families have used the nursery since it started.

#### **What needs to be improved?**

- 1. The nursery should improve their programme for creativity to include more opportunities for the children to have free expression to develop their imaginations.
- 2. Make activities sufficiently challenging and allow for the different needs of the three and four year olds.

#### **What has improved since the last inspection?**

The nursery were asked to review planning on a regular basis, this is now being done. They were asked to include the celebration of different festivals in their future plans; they have responded to this target overenthusiastically and could reduce the number they are trying to cover to allow expansion in other areas of the curriculum. The third target was to continue to encourage children to use their own initiative and express their own feelings creatively with free expression. There is still some improvements to be made. Finally, children are now being given opportunities to write their own names using the correct letter formation.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and adults and are generally confident and happy. They play independently and are free to choose from a wide range of toys and activities. Children develop good concentration skills and adults help and support their play appropriately. Behaviour is very good. Clear boundaries and expectations are set for the children and re-enforced by all staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children use language confidently to interact with other children and adults. They are able to link sounds to letters with ease. They are acquiring good listening skills and listen attentively at registration and story time with evident enjoyment. Books are handled appropriately. However, there is little evidence of activities or play opportunities set up to extend their vocabulary and the writing/drawing area does not promote opportunities for pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning numbers routinely through verse, in specific daily tasks and through play activities with adults. They are beginning to recognise and write numerals and use mathematical language in context. They are being introduced to simple calculation and learning about size and shape through practical activities, although this is not always clear from the planning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Local visits help to foster interest and knowledge about their community. The nursery celebrates many festivals; the number could be reduced to allow expansion in other areas of the curriculum. The computer is used competently by the children and they are developing good early information technology skills. However, there are not enough opportunities for the children to investigate, join and build and use natural and other materials to explore, predict and problem solve.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Although the outside play space is limited; it is well organised within the limitation of the setting. There are frequent outings to counterbalance the lack of space especially in the summer. Children move freely and show awareness of themselves and others. They demonstrate control and co-ordination both inside and out. Tools and equipment are used with appropriate adult support and guidance and matched to individual abilities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Most planned activities appear adult led; as suggested in the action plan from the last inspection, children should be offered a varied range of creative activities and encouragement to select materials and direct their own work. Musical awareness is developing; children sing, play instruments and move to music. However, opportunities to explore music could be more frequent; musical instruments could be used on a more regular basis.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- 1. Improve programme for creativity to include more opportunities for the children to have free expression to develop their imaginations.
- 2. Make activities sufficiently challenging for children of all abilities.
- 3. In planning, make sure that future learning intentions match the activities and that reviews measure the outcome of the learning intentions. In the same way, notes for forward planning need to be dependant on the outcome of the reviews.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*