

The Rochford Day Nursery(The Rochford Kids Club)

2-4 Ashingdon Road, Rochford, ESSEX, SS4 1NJ

Inspection date	05/03/2014
Previous inspection date	03/05/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Babies and children form exceptionally strong bonds and emotional attachments with their key persons, which ensure they gain a positive sense of well-being and belonging.
- Babies and children thoroughly enjoy their time at nursery. They are confident, self-assured, highly motivated and eager to learn.
- Babies and children learn to eat healthily by helping to grow and prepare their own food. They thrive at the nursery because the chef provides delicious, attractive and nutritious meals which take into account individual children's specific dietary requirements.
- Partnerships with parents and carers are exceedingly strong and they make an extremely important contribution to the provision of effective learning experiences for children
- Security and safeguarding children are of paramount importance. The nursery has highly effective strategies in place to ensure that all children are protected from harm.
- The effectiveness of the leadership and management of the nursery is a key strength in ensuring that the individual learning and development needs of all children are exceptionally well met.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms of the nursery and garden.
- The inspector spoke with the owner, managers, staff and children.
- The inspector took account of parents' views by speaking with them on the day and reading parent feedback records.
- The inspector carried out joint observations with two nursery managers.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Rochford Day Nursery (The Rochford Kids Club) was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted school building in Rochford, Essex. It is privately run and managed. The nursery serves the local area and is accessible to all children. Children are cared for within four age groups and there are two fully enclosed areas available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or 4 and one at level 2. The two managers hold Early Years Professional Status. The nursery also employs a full-time chef. The nursery opens Monday to Friday all year round. Opening times are from 7am until 6.30pm. Children attend for a variety of sessions or out of school care. There are currently 144 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase the prominence of the existing excellent resources promoting positive images of people from a variety of backgrounds to further enhance children's understanding and respect for differences in the wider world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is extremely well supported through staff's excellent knowledge of how children learn. This ensures that children's progress in all areas of learning is exceptionally well promoted. The confident and enthusiastic staff team work exceeding well together. They are exceptionally well supported by their peers and by the senior management team. Staff have an excellent understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Assessments of children's starting points on entry to the nursery are shared with parents to ensure children make excellent progress from the beginning. Parents are encouraged to observe their children at home and staff use these observations, alongside their own assessments, to identify children's next steps in their learning. Parent and staff observations are included in children's learning journals and these clear and concise records inform planning for individual children's development. Outstanding progress is achieved by all children because staff use their secure understanding of individual children's needs to provide stimulating and imaginative

resources to enhance their learning and development.

An excellent balance of child-initiated and adult-led play activities provide children with plenty of challenge and encourages their natural curiosity to learn. Children are enthusiastic and highly motivated. They are eager to participate in the activities provided by staff and consistently demonstrate the characteristics of effective learning. For example, pre-school children practise writing their names on laminated placemats. They copy the staff as they write letters in the air with their finger showing how each letter is formed. Children say 'it's just easy' as they copy the letters onto their placemat. Activities, such as these, ensure that children are well prepared for the next stage in their learning and school. Staff use careful questioning techniques to encourage children's thinking skills. They encourage children to remember the activity they have planned and what resources they will need.

Children eagerly anticipate making a tasty dish for a monster. They pour and mix ingredients to make a 'crumble' for a favourite story book character. They practise their skills in communication and language as they talk together about the ingredients and how they feel as they mix with their hands. Their physical skills are improved as they squeeze and knead the ingredients together. They count out the number of scoops of oats that they need for their dish, which develops skills in mathematics. They enjoy the challenge of squirting shaving foam into the oats relishing its sensory qualities as they pour the mixture on and through their hands. Babies and younger children enjoy exploring and investigating. Staff squirt shaving foam into a tray for the youngest children to examine. Their curiosity stirs them to explore this exciting substance. They stand in it while staff support them and make footprints with their shoes. They sit down and feel the soap with their hands and clap them making a shower like snow as staff sing to them to encourage further learning. Staff are fully involved in the children's learning as they get down to their level. Children's personal, social and emotional development is promoted as they paint foam on staff's noses and share their exciting activity with their peers.

The contribution of the early years provision to the well-being of children

The highly effective key person system ensures that every child forms secure bonds and emotional attachments. Babies and children exhibit high levels of self-assurance and confidence. They learn to share, take turns and cooperate with each other. Children's independence and confidence continually develops through making choices and decisions, with regard to their play. Staff follow children's lead and support them as they select their own play resources. Resources are of exceptionally high quality and are accessible to children as they are stored at their level. Resources to promote diversity are in plentiful supply in the nursery. However, there is further scope to increase the prominence of these resources to extend and enhance children's understanding of the world around them. Children are safe in the nursery. Fire evacuation procedures are practised regularly with children, so they know what to do should an emergency occur. Robust and clear risk assessment procedures are followed every morning to ensure the setting is safe and children are protected from any potential dangers.

All children settle well into nursery life because staff have an excellent understanding of

their individual likes, dislikes, needs and care routines from discussion with parents. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and wash and dry their hands. Children move up through the nursery as they reach a certain age or need more stimulating activities. Movement between rooms is a smooth process because their familiar key persons spend time settling children into their new environment before handing over to a new key person. Children play happily together and behaviour is exceptionally good. Staff are kind and caring and they are excellent role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem which encourages positive behaviour. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff sing to them as they play with a variety of toys appropriate to their age and stage of development. Older children enjoy a music session with a variety of musical instruments. They learn to play soft and loud and they learn to follow instructions as they stop at a signal from staff. Some children enjoy the soothing sounds and lights of the sensory room, when they need time to relax and unwind.

Babies and children enjoy freshly prepared, well-balanced, delicious and nutritious meals cooked by the nursery's own chef. The chef and all staff are attentive to the needs of individual children and ensure that children with special dietary requirements are not exposed to ingredients that might harm their health. Children learn to feed and serve themselves and clear away after meals. They learn about their food, where it comes from and how it is grown. They plant vegetables in the garden and cook with their own produce. Babies and children have plenty of opportunity to play outside in the fresh air. Staff are enthusiastic and caring as they support them to take well supervised and measured risks as they develop their skills on the climbing frame. Children develop a very secure understanding of how to stay safe as they are gently reminded by caring staff to walk and not run while inside to prevent accidents. Children are emotionally well prepared for their move to school as staff take them to attend an assembly to allow them to become familiar with the environment and routine.

The effectiveness of the leadership and management of the early years provision

The setting has extremely robust systems in place to ensure that children are very well safeguarded. Staff regularly update their safeguarding knowledge through appropriate training and are fully aware of the nurseries policies and procedures. Staff know that they can raise concerns, either anonymously, or by speaking to the managers and they know that any concerns will be taken seriously. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme, which leads them through their first three months of employment. All staff are subject to the appropriate background checks, which ensures that all adults working with children are suitable to do so. Staff management is of a very high standard and a key strength in ensuring that all children's needs are successfully met at all times. All staff receive regular individual support and supervision. As a result, all staff share a strong drive for excellence.

The management team monitor the educational programmes and planning for children's development by regular observations of staff practice. They track children's progress and analyse any gaps in learning. Peer-to-peer observations are undertaken by staff to support each other's practice and to maintain high levels of consistency across the nursery. There is a strong self-evaluation process to which parents, staff and children actively participate. Clear and concise focused and detailed improvement plans ensure that self-reflection and the continued development of the nursery remains a high priority. Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways. Parents know they can come into the nursery at any time and discuss their children's progress and view their learning journals.

Parents and carers speak especially highly of the care, kindness and friendliness of staff. They are full of praise for the successful way their children are learning. Extremely effective partnerships with external agencies and other professionals are secured to support identification of any concerns that staff may have regarding a child in their care. Staff are passionate about their roles and ensure that the areas they are responsible for are extremely well planned and resourced invitingly to encourage all children to take part. Highly successful staff deployment, along with strong adult to child ratios ensures all children are supported in their play and their learning is extended and assured. All staff receive regular ongoing training, which is monitored to ensure it is effective and contributes to improvements within the nursery. The management and staff work very closely with local schools to support children to become familiar with teachers and the new environment before they move into school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	402557
Local authority	Essex
Inspection number	957058
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	144
Name of provider	Michael Bradley
Date of previous inspection	03/05/2013
Telephone number	01702549549

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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