

The Red House Day Nursery

Redhouse Nursery, 90 High Street, Burwell, CAMBRIDGE, Cambridgeshire, CB25 0HD

Inspection date	26/06/2014
Previous inspection date	19/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the nursery and are engaged in range of learning activities that support all areas of learning and development. Staff are positive role models and have age appropriate expectations for children's behaviours. Consequently, the nursery has a calm feel and behaviour throughout the nursery is high.
- Close relationships between staff and children support children's confidence and partnerships with parents have been effectively developed. Support is given to children starting at the nursery, during moves to other rooms and when they leave for school. As a result, children are emotionally prepared for their next stages of development.
- Effective links have been established with a number of other early years settings and the main schools that children move on to. This two-way dialogue supports children's ongoing learning and their move to school.
- Safeguarding children is given a high priority. They are cared for by suitably qualified and experienced staff, who support and encourage children in understanding how to keep themselves safe and healthy.
- Accurate self-evaluation supports the ongoing development of the nursery. Monitoring of children's learning is effective and professional development for staff is valued.

It is not yet outstanding because

- Occasionally opportunities to extend children's critical thinking or to build on what they already know are missed by less experienced staff.

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.

Inspection activities

- The inspector observed activities in all areas of the nursery including the outside areas.
- The inspector held a meeting with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account through conversations and written feedback.
- A range of documentation was examined, including children's learning journals, staff records, planning documents and the nursery's self-evaluation.
- The inspector carried out a joint observation with the nursery's deputy manager.

Inspector

Julia Sudbury

Full report

Information about the setting

The Red House Day Nursery was registered in 1996 and is privately owned. It is registered on the Early Years Register. The nursery is situated in a three story detached house in the village of Burwell, Cambridgeshire and serves the local area. Children are cared for across three rooms and have access to two enclosed outdoor play areas. The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 77 children on roll, who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- build on current strategies to continue to support and develop less experienced staff, to ensure children are consistently supported to think critically and build on what they already know.

Inspection judgements

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

Children are making good progress in their learning and development, because the nursery provides a stimulating educational programme. Inside and outside resources are used to provide interesting experiences that cover the seven areas of learning. For example, children's understanding of the world is supported by regular outings into the village to feed ducks and post letters. Across the nursery, children's early attempts at writing are valued with even the very youngest given opportunities to draw and make marks. Teaching across the nursery is good and supports children's progress. A well-thought-out educational programme links activities and carries through themes over a number of weeks. This allows children to revisit and build on their previous knowledge. Staff have good expectations of children and provide them with specific praise and encouragement upon completion of tasks. This positive feedback provides children with a high sense of self-esteem and pride. As a result, children are gaining the skills, knowledge and dispositions needed to support them in their next stage of learning. However, occasionally, some less skilled staff miss opportunities to support children's critical thinking or to build on what they already know.

Parents are engaged in their children's learning. Staff collect information from parents before children start on their current interests and abilities. This information is built upon

through discussions with parents, during settling-in sessions. Parents have the opportunity to update this information during termly meetings. Each child has his or her own learning journal, where staff collect a range of clear observations, photos and examples of children's work to support assessments of children's progress. This includes the completion of the progress check for children between the ages of two and three years. Children's progress is summarised and next steps are planned regularly. Staff know families well and ensure they make time for verbal discussions. Learning journals are shared with parents. This ensures parents are involved in their children's learning and are provided with skills and ideas to support them.

Children's communication and language is supported well. Older children develop their language and social skills as they join in circle times, where they share their interests and ask each other questions. Younger children engage and enjoy age-appropriate singing sessions. Staff join in conversations with children and show that they value children's contributions and encourage their responses. Children who speak English as an additional language and special educational needs and/or disabilities are identified. This means timely interventions and support are accessed where required. Children who speak English as an additional language are provided with opportunities to use and value their home language. Staff engage with parents to ensure they understand key words spoken at home and dual language books are in use across the nursery. Children's physical development is well-supported. Older children have opportunities to balance and climb outside, while younger children have space to crawl and opportunities to practice standing. Inside activities, such as painting and treasure baskets support physical development.

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

Children are confident, happy and content while at the nursery. They arrive cheerfully and quickly join in with the activities. A flexible key-person system enables children to develop secure emotional attachments with staff. Children starting at the nursery are able to build secure attachments with their key person through settling-in sessions. Children are supported by staff, as they move between rooms. Woven through the nursery are procedures that support children's move to the next room. For example, a shared outside area ensures that the youngest children get to know staff and children in the next room. Children in the junior room are supported to start serving their own food in preparation for their move to pre-school. Three-way meetings between parents and the old and new key-persons ensure parents are involved and supported in the process. Children who are moving on to school are supported well. Assessment information is shared and teachers are invited in to meet with children and staff. The nursery supports visits to the local school. Throughout the year the pre-school children attend a range of events at the local primary school such as the Christmas play. Furthermore, children are supported to learn age appropriate self help skills. For example, older children serve themselves meals and pour their own drink and children of all ages are encouraged to attempt to take off and put on their own shoes. These procedures across the nursery ensure children are emotionally well-prepared for their next stages in learning.

Children learn about expected behaviour because staff act as positive role models and set clear and consistent expectations. Children of all ages behave positively and unwanted behaviour is minimal as children are engaged and stimulated. Staff and children respect each other's feelings. Older children offer support to each other, for example passing tissues when needed and even the very youngest children are encouraged to share. Children are supported to learn how to keep themselves healthy and safe. Healthy snacks and meals are provided each day and water is freely available. Growing fresh produce further enhances children's understanding of healthy foods. Sun cream is regularly applied on sunny days and children know they wear hats to protect them from the sun. Children of all ages are supported to have a good understanding of hygiene. Older children competently wash their own hands, while younger children are supported to gain these skills. Staff make good use of the outdoor areas, encouraging children to participate in active, enjoyable exercise. For example, they ride bicycles or play games with bats and balls. Older children are encouraged to think about safety, for example, about the speed they ride the bicycles or to walk when indoors.

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

The nursery places high priority on ensuring children's welfare and safety. All staff attend regular child protection training. They demonstrate a clear and up-to-date understanding about safeguarding children and their role in protecting them. Safeguarding is given high ongoing priority and discussed at team meetings, which further ensures children's safety. Children are carefully supervised both indoors and outdoors and the nursery is secure. Good systems are in place for recruitment, induction and performance management. This ensures that only staff with appropriate skills and experience are employed. The management team carry out effective supervision meetings for all staff. During meetings children's progress and staff practice is discussed and documented. Consequently, staff are secure in meeting the requirements of the Early Years Foundation Stage.

The management team demonstrates a drive to improve and develop the nursery. Accurate self-evaluation, taking account of parents, children and staff views, is in place. This has enabled the nursery to meet the recommendations and actions from their last inspection and make improvements, such as the development of the rooftop garden to enrich children's outdoor experiences. Continued professional development is valued. Staff are supported to gain qualifications and encouraged to attend training delivered by the local authority. The deputy attends local network meetings. New skills and knowledge learnt are embedded in the nursery through team meetings. This ensures the nursery is continually improving its already good practice. Staff who are less experienced or unqualified are supported and mentored to develop their practice. However, there is scope to extend this with regard to supporting children's critical thinking. The manager regularly monitors records for children and observes learning activities. This ensures educational programmes provide sufficient challenge for children.

Partnerships with parents make a valuable contribution to nursery life. Their involvement is encouraged and parents share skills they have to children across the nursery. Parents

are kept informed about nursery life through regular newsletters and daily discussions with staff. Parents spoken to at the time of the inspection, say they are happy with the nursery. They feel that their children are well-cared for and are helped to make good progress in their learning. Effective links have been established with a number of other early years settings and the main schools that children move on to. This two-way dialogue supports children's ongoing learning and their move to school.

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	221591
Local authority	Cambridgeshire
Inspection number	865934
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	77
Name of provider	Joanna Redfarn
Date of previous inspection	19/06/2009
Telephone number	01638 741174

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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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