

Rosebuds Private Day Nursery

Inspection report for early years provision

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Inspection date 20/05/2010
Inspector Mary Anne Henderson

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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).

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

Rosebuds Private Day Nursery opened in 2007 and operates from a purpose built building close to the centre of Gnosall, Staffordshire. The nursery is registered on the Early Years Register. They are registered to care for a maximum of 32 children at any one time and are currently caring for 58 children from three months to 11 years old. Children can attend for a variety of days or sessions. There is an outdoor play area for the children.

The nursery is open each weekday from 8.00am to 6.00pm. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are seven members of staff working with the children, five of whom hold appropriate early years qualifications. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management work together to ensure positive relationships are fully developed with the parents and their children. The staff liaise with most other providers of the Early Years Foundation Stage to promote inclusion and consistency. All indoor and outdoor areas provide a good range of opportunities to extend children's learning and development. The systems in place to evaluate the setting are good and include the identification of the strengths and areas for continuous improvement. Most systems to ensure children's progression in all areas of learning and development are in place. The capacity to make further improvement is strong. The systems to ensure the minimising of risks for the children are robust.

What steps need to be taken to improve provision further?

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

- devise systems to track children's progress in their learning and development
- work together with all other practitioners and parents to support children's transition between settings
- support children in feeling safe and secure through preparing them for changes that may occur in the routine, this specifically relates to the arrival of visitors

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. Staff are knowledgeable and work well as a team to foster positive relationships with the parents and their

children. The risk assessment procedures include checking areas, equipment, toys and all outings involving the children. Risk assessment includes verifying the identity of all visitors to the nursery. However, children's sense of feeling secure and safe is possibly compromised as they are not always prepared for changes that may occur in the routine, such as the arrival of visitors. All children are safeguarded because staff have undertaken child protection training and have a good understanding of the procedures to be followed. All staff are suitably checked and vetted and they ensure the safeguarding policies and procedures are implemented and adhered to at all times.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language well. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in the activities. The self-evaluation systems of the provision are good and include all management, staff, parents and their children. The capacity to make further improvement on an ongoing basis is strong. Improvements made since the last inspection ensures children's welfare is well maintained.

Engagement with the parents is good. They have free access to their child's learning and development files at all times which provides parents with information about their child's ongoing developmental progression. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are continually identified and met. The parents have free access to the setting's policies and procedures at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest which includes farms and safari parks where they find out about various animals and their habitats. The children also enjoy visits to theme parks and soft play barns where they jump, climb and balance on various equipment. Children like to go on local walks to notice the changing seasons and the effects on the trees and plants. They collect various insects to look at closely using the magnifying glass. To extend children's knowledge about their environment they like to receive various visitors at the nursery. This includes the local refuge collection staff who talk to the children about the importance of and how to recycle paper, card and plastic. The children do this as part of their daily routines within the nursery. Children are beginning to have an understanding of personal safety. They learn to cross the road safely on local outings and through roll play and stories. They are also included in the fire evacuation procedures of the setting. Visitors include the fire service who talk to the children about the dangers of fire and matches. Children are beginning to show they feel safe as they approach the staff seeking support and comfort when they need it. The children are well behaved and have a high regard for one another and their peers. Their sense of belonging is fostered well as their art work and photographs are displayed around their play areas.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They learn about the importance of hand washing through routines and they like to brush their teeth after meals. Children are provided with a balanced diet menu which includes vegetables, fruit, pasta and various meats. They enjoy a broad selection of fruit each day for snack time and can help themselves to water throughout the day. Children enjoy daily access to the outdoor area. Here they climb and balance on the equipment, ride their trikes and run around in the fresh air. The children like to take their indoor toys outside with them to play with and enjoy making choices about what they would like to do each day. The resources are easily accessible to them at all times.

Children are beginning to use information and communication technology to support their learning.

They have free access to the computer during child initiated play times and are fully supported by the staff during these times. Children enjoy using various programmes on the computer that support their problem solving skills. This includes exploring numbers and words and colour and shape recognition. Babies and toddlers are intrigued as they enjoy exploring push button battery operated toys that flash and make noises. Every day routines are used to encourage children's counting skills, for example, they like to count how many children are sat at the table and how many cups and plates they need.

Children explore colour, texture, shape and form in two and three dimensions. They like to use various junk resources to make three dimensional models of aliens. They also enjoy moulding and cutting the dough and pushing their fingers and hands through shaving foam and the corn flour and water mix. The children use various tools during creative activities as they use paint brushes to make their own pictures and cutters and rollers when moulding the dough.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They like to explore various festivals around the calendar year through activities, stories and dressing up. For example, during Chinese new year they made lanterns and masks and look on the internet to see what animal they represent in the Chinese calendar. During Divali, the children colour in pictures and make tea light holders and read story and reference books about the various festivals and cultures from around the world. Children also enjoy making cards for their families during Easter and Christmas celebrations. Children play with a range of resources that reflect positive images of diversity including dolls, 'small world people' and dressing up. The resources and books also depict positive images of disabled people.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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